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ABSTRACT

This curriculum guide for a Spanish and English-as-a-Second-Language (ESL) literacy unit for adult students consists of an introductory section, a diagnostic test and a course of instruction, and appended materials. The introduction outlines the institution's part-time personnel policies as they relate to program instructors, common questions and answers about literacy and literacy education techniques, and a one-page list of useful references. The test is designed to assess both literacy readiness and actual reading and writing skills. It is to be administered every 10 weeks during the program to monitor progress and readiness for the next level of instruction. The curriculum guide presents basic objectives and specific instructions for the presentation of course material to students, with supplementary information about applicable teaching techniques. Appended materials include seven sections containing tips for the teacher on Spanish grammar and common vocabulary, and reproducible materials for classroom pre-reading and pre-writing activities, handwriting instruction, Spanish literacy instruction, English literacy instruction, mathematics instruction, and dual literacy. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED319269

HOUSTON COMMUNITY COLLEGE
ELIGIBLE LEGALIZED ALIEN PROGRAM

CURRICULUM UNIT
ESL I
(SPANISH AND ENGLISH LITERACY)

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The HCCS/ELAP ESL I (Spanish and English Literacy) Curriculum Unit was designed and written by Beth Powell, a literacy specialist with the Eligible Legalized Alien Program of Houston Community College. Special recognition and gratitude is extended to the following individuals for their assistance in making this project a reality:

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ESL I
(SPANISH AND ENGLISH LITERACY)

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PART-TIME PERSONNEL POLICIES

ELIGIBLE LEGALIZED ALIEN PROGRAM
PART-TIME PERSONNEL POLICIES

THE ELA PROGRAM, AS A COMPONENT OF HCCS, COMPLIES WITH THE COLLEGE'S PERSONNEL POLICIES IN GENERAL. THE FOLLOWING ARE SPECIFIC WHICH NEED TO BE REINFORCED AND UNDERSCORED AS POLICIES WHICH AID IN ACHIEVING THE GOALS AND OBJECTIVES OF THE ELA PROGRAM.

1. **INSTRUCTOR QUALIFICATIONS:**

   A. Minimum of baccaluareate degree from an accredited college or university.

   B. Certified and experienced teachers preferred, but not required.

   C. Record of work with and/or involvement with adults helpful.

2. **ACADEMIC CREDENTIALS:** All prospective teachers must submit official transcripts to the college personnel office and the ELA Staff Development Specialist within a three week period after accepting employment with the ELA Program. Failure to submit proof of qualifications may result in termination of employment.

3. **EMPLOYMENT APPLICATIONS REVIEW PROCESS:** All application for employment are submitted to the ELA Program Instructional Coordinator and/or the Staff Development Manager. Persons found qualified for employment will be interviewed for employment, and those hired shall be assigned by the Staff Development Manager with the approval of the Instructional Coordinator.

4. **PRE-SERVICE:** All persons hired as Instructional Staff must attend 3 hours of pre-service prior to commencing a teaching assignment. An additional 3 hours of post-service is required unless otherwise waived.

5. **IN-SERVICE:** In-Service training is mandatory. Training is designed to orientate ELA Program employees to the teaching and administrative responsibility which they must fullfill. All certified teachers are expected to attend a minimum of twelve (12) clock hours of in-service per academic year. Non-certified teachers are expected to attend a minimum of twenty four (24) block hours per academic year. A training schedule will be published and in-service hours shall be monitored for compliance.

6. **INSTRUCTIONAL LEVEL ASSIGNMENTS:** Instuctor assignments are made according to the instructional needs of the ELA.

Program. The ELA Program reserves the right to reassign an instructor as instructional needs at a given campus and/or instructional level change.

7. **PARAPROFESSIONALS:** The ELA Program employs individuals with a minimum of a high school diploma or equivalent to assist professionals actively involved with the achievement of the ELA Program goals and objectives. Paraprofessionals perform numerous duties including some that are administrative in nature.

8. **TEACHER ABSENCE:** At pre and in-service training sessions, teachers will be informed of the steps they must follow when absent from their teaching responsibility. A daily log for substitute teachers shall be maintained in the ELA office and substitutes will be assigned as needed.

9. **PAY PERIODS:** THE ELA Program follows the college's pay schedule. All time sheets must be approved by the appropriate administrative officials. Pay periods begin on the 16th of the month and end on the 15th of the following month. The minimum number of hours worked in any given week shall not exceed 19 1/2.

10. **EMPLOYEE BENEFITS:** All ELA Program full time employees are eligible for employee benefits as approved by the HCC governing board. Part-time employees do not have fringe benefits and are paid on an hourly basis.

11. **REQUIRED HOURS OF ATTENDANCE:** Each instructor shall inform students of the need to acquire both the instructional competencies and the required class attendance according to the INS regulations governing the issuance of Certificates of Satisfactory Pursuit.

12. **PROGRAM COST:** The HCC ELA Program is free of charge to eligible students.

QUESTIONS AND ANSWERS

INTRODUCTION TO THE ESL HCCS/ELAP ESL I

(SPANISH AND ENGLISH LITERACY)
CURRICULUM GUIDE

QUESTIONS AND ANSWERS:

How is an illiterate ESL student defined?

In many educational circles, the terms, pre-literate, non-literate and illiterate are used interchangeably. An illiterate ESL student can be defined as someone who cannot function past a third grade level in his/her first language. He/she may be able to copy letters and read a few words but does not have a clear understanding of sound-symbol relationships, which could include where words end and others begin. The ability to predict meaning from context is weak, and he/she cannot function in a literate society (Bell and Burnaby, 1984).

What are the characteristics of non-literate, adult learners?

Many have already experienced failure in school. They may be shy or withdrawn. They may have feelings of low self-worth. They have experienced the shame of illiteracy. They may sit at the back of the room and try not to be noticed. They may squint their eyes when "trying" to read the board, while at the same time those same eyes may avoid those of their teachers.' They may display difficulty in writing on the lines and copying correctly. They may not hold their pencil or paper properly. They may have a low frustration level. They will need lots of encouragement and real praise and understanding from their teachers. They will look up to their instructors with respect and admiration. They may call you "maestro" and that title carries the same respect as "doctor."

> "I don't know how to obtain knowledge...
> where would I find the questions?
> For questions you need knowledge.
> You can ask questions when you have
> understanding, but my head is empty..."
> (Luria, 1976, pp.
> 141-142)

How is literacy developed?

Many poor readers have the misconception that reading is the simple decoding of words (Smith, 1988), that it is naming the letters that a word possesses, or recognizing the individual sounds that letters make. Too much emphasis on letter symbol recognition and identification in the beginning stages of literacy emergence without focusing on print as a vehicle to convey meaning can attribute to this misconception.

Good readers do not focus on every single letter of a word before they read it. Our brains select as many of the chief physical features of a word or a phrase that is necessary to predict or "guess" what it is we must be reading.

Literacy development also involves basic math instruction and language development. For some non-literate Spanish-speaking students, the word "mano" could represent one's entire arm, hand, and fingers. Never take anything for granted. With some students, it may be the language instead of the actual reading skill that they are having problems with.

Non-literate students learn better experientially, using as many of the senses as possible. Most United States schools primarily develop one's left brain, which works with abstractions, the mathematical, the linear, and the logical (Zdenek, 1983).

Many non-literates have right-brain learning styles if they have had limited or zero experience with school, their jobs haven't required that they exercise the left hemisphere, or their culture places more value on right hemispheric functions (Ross, 1982). The right brain specializes in relational, simultaneous information processing, the emotional realm, and wholistic thinking. Therefore, not only should reading programs utilize approaches and techniques which are wholistic in nature, but they should also utilize and build upon the language, culture, and learning styles that students bring to class (Browne, 1986). Anything beyond the most basic forms of academic learning requires the cooperation of both brain hemispheres.

One wholistic reading approach which utilizes and develops both hemispheres is the whole language approach. This approach is based on the notion that reading and writing, like language, is an inseparable social activity which is acquired, as talking is, through natural means (Goodman, 1986). Literacy is acquired the same way speech is acquired. One first is read to, developing the understanding that print makes meaning. Then one tells a story from pictures, from experience, from fantasy, or recites a memorized story or song. Now the gaps are filled in: familiar words are visually recognized (in the context of utterances, at first), and then the relationships between letters and sounds are understood. Writing and reading reinforce one another.

What are the characteristics of a successful literacy-learning atmosphere which positively affects student retention and builds student confidence?

A literacy class which incorporates a student-centered/whole language philosophy facilitated by empathic, concerned, patient, excited, creative and loving individuals will be successful. Students know how their teachers feel about them. Brian Cambourne (1988, p. 203), whole language expert, proposes that the following principles be understood and practiced in the classroom:

- that students be immersed in appropriate texts
- that students be exposed to demonstrations of reading and writing
- that students have responsiblility for making some decisions about when, how and what they read and write
- that students be taught to believe that they have the ability to complete the reading and writing tasks they attempt.
- that students have the freedom to approximate forms of reading and writing
- that students have time to engage in the acts of reading and writing
- that students have time to use developing reading and writing skills in meaningful activities
- that students receive feedback from their teachers which supports their attempts to construct written meaning from language
- that students be given opportunities to process and reflect upon what they are learning.

The whole language approach is part of a student-centered educational movement. Until recently, classroom learning revolved around the instructor rather than the student. The teacher issued directives and the students carried them out. Learning was viewed as a non-social, individualized endeavor. Now, current thought suggests that instructor and student are co-creators in the classroom, and the instructor is presently thought of as a facilitator. rather than the traditional "I know more than you," all-powerful, inflexible authority figure of the olden days.

Student-centered philosophy recognizes the characteristics of the adult learner (Conti & Fellenz, 1983):

- that the adult learner, instead of the teacher, wants to be the focus of the learning activity
- that the adult learner seeks variety to meet his/her own needs
- that the adult learner brings numerous and rich life experiences to class
- that the adult learner desires identification and justification of his/her learning needs
- that the adult learner wants the security to interact with others and to experiment with new knowledge
- that the adult learner wants to be involved in determining the exact criteria of what he/she will learn, and in evaluating when and if the learning has been successful
- that the adult learner desires the curriculum content to be flexible to adjust to his/her ever-changing adult needs.

Paulo Freire, the renowned Brazilian pedagogist, sums up the qualities of a student-centered adult educator:

> "In order for you to be a good Coordinator of a Circle of Culture, you need, above all, to have faith in the person. In order to believe in his or her possibility to create, to change things, you must love. You need to be convinced that the fundamental strength of education is the liberation of the person, never the 'domestication.'...
>
> "For this reason, you, the Coordinator of a Circle, must be humble, so that you can progress with the group, instead of losing your humility, pretending that it is you who makes the group move ahead because you have already advanced."

(Freire, Paulo as quoted in Noble, 1986, p. 5.)

What whole language, student-centered techniques and materials can be suggested for developing literacy in adults?

Current literacy development techniques and materials are very wholistic in nature. They attempt to build upon what the students already know about their environment. Learning is not divided into pieces which are later to be joined together to form some kind of whole. Instead, the students begin with the whole, which is built from their perception of the world, and then, through logic, intuition, questioning, and experience, they make sense from print. What follows are descriptions of various literacy development materials and techniques which are supported by the whole language/student-centered approach:

Using the Newspaper

For any section of the paper:

1. Have the students turn the pages of the newspaper to a certain page number.
2. Use the day of the week and date as a lesson.
    a. Have the students find and read to you the date and day of the week of the paper.
    b. Have them tell you the location of the date and day of the week: Is it at the top, bottom, left or right of the page?
    c. You tell them the date and the day: They locate the information and track the words with their fingers as you are reading.

3. Discuss pictures of interest to the students, to build not only literacy but to also build language.

    a. Show the students a picture in your copy of the newspaper. Have them find the same picture in their newpapers.
    b. Have them tell you where the picture is located on the page: top, bottom, left, center, etc.
    c. Have students tell you what they see in the picture, word-for-word (vocabulary building). Teach them the vocabulary that they don't know.
    d. Have students describe where the characters of the pictures are located: In front of something, in back of something, etc.

4. Pick a heading, any heading.

    a. Have students name the letters of each word.
    b. Have students copy the words.
    c. Have students tell you how many words are in the heading.
    d. Tell students what the heading says; read to them the article that belongs to the heading (an interesting one, please) and discuss it. Preferably, when reading an article, gather the students around you and track the words as you read. (They'll get the idea that one reads left-to-right, etc.)

5. Pick an article (a short one, please!).

    a. See if students can count the capital letters or count the periods.
    b. See if students can count the number of sentences or count the number of words in a sentence. Here is an easy way to count words:

• • • • • •
Yes, madam is in hog heaven.

(Have students place a dot above each word in the sentence. It helps to focus the eyes and to separate one word from another.)

The comics section:

1. Choose comic strips which have illustrations that are obviously sequential in order of presentation.

    a. Separate the pictures of the strip. Mix them up. Have the students put the pictures in order according to what happened first, then next, etc.
    b. Without separating pictures, have students supply their own dialogue for the characters. Original dialogue can be deleted or comic strips which contain no previous dialogue can be selected.
    c. With colored pencils, have students add color to the characters and scenery, being careful to stay within the lines and color in the same direction (rather than scribbling.
    d. With white-out, remove some of the lines or features of the characters and/or background scenery. Have the students draw what is missing.

Now, use your imagination to create instructional activities from the advertisement section, the weather section, and the movie section.

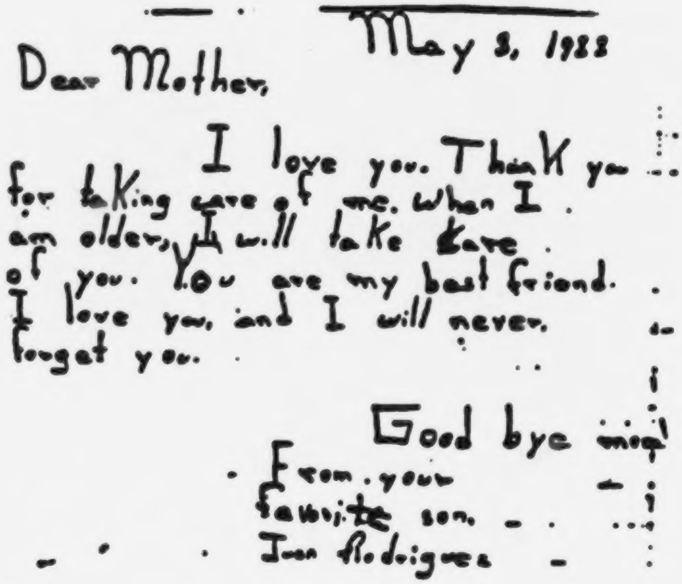
Important note:

Don't forget the Sustained Silent Reading technique. Non-literate adults, just as children who are experiencing emerging literacy, need literate role models, like yourself, so they can figure out what a reader looks like, acts like, sounds like, etc.

Pick 10-15 minutes of your class time to "read the paper" (that's what educated adults do, isn't it?). Everybody, including yourself, silently reads the paper for a short while. You'll be amazed at the discussions that this activity will inspire. It doesn't matter that so-and-so might be reading the paper upside down or really doesn't have any idea what the words mean, anyway. That will change. What matters is that in pretending to read, and in watching the enjoyment and excitement you get from reading the paper, they will gradually begin to think of themselves as readers. And in the process of doing so--will start reading.

Language Experience

The activity begins with a topic of interest that is important for the students. The instructor writes what the students say about the topic somewhere where all can see, like on a chalkboard or on an overhead projector. The students then copy what is written. What counts here is that language is being put into meaningful context. There are many variations on the type of follow-up exercises that can be developed from these student-made commentaries.



May 3, 1988

Dear Mother,

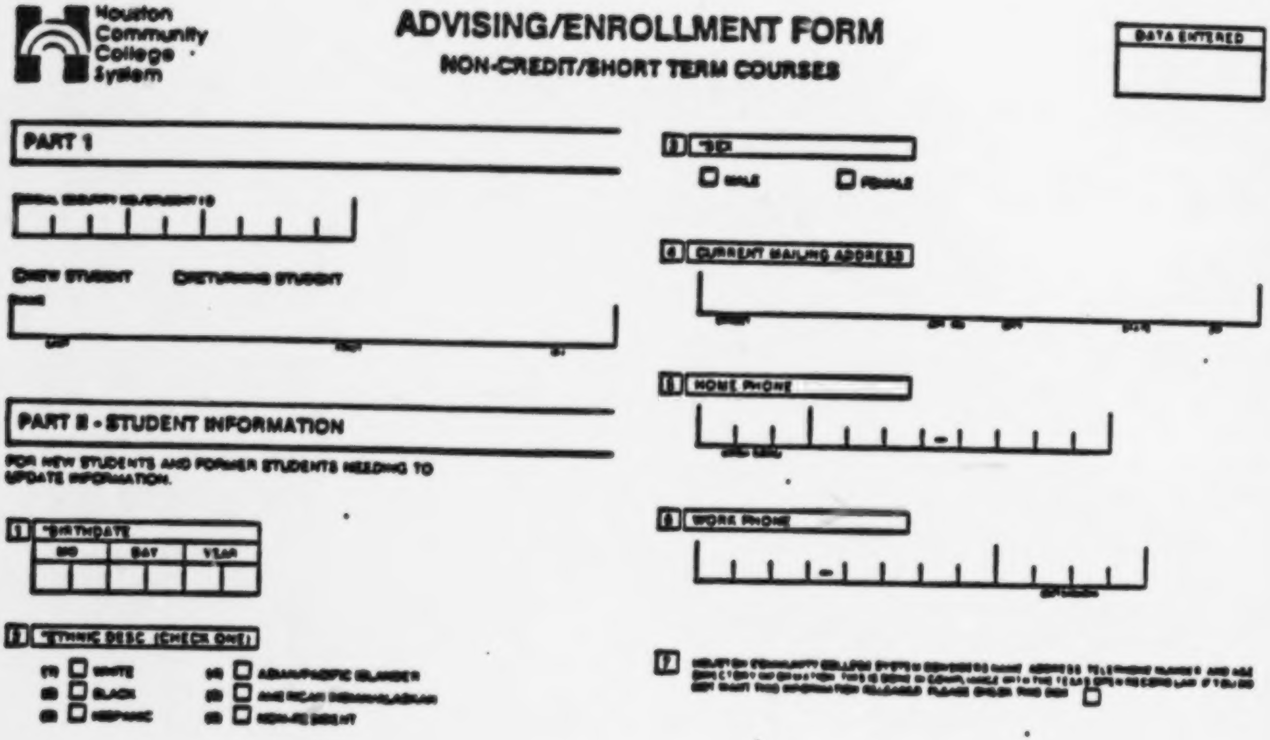
I love you. Thank you for taking care of me. When I am older, I will take care of you. You are my best friend. I love you, and I will never forget you.

Good bye mom!

From your
favorite son.
Juan Rodriguez

Reading for Meaning Using Found Materials

There are many kinds of texts which the students need to be able to interpret that are not included in the Language Experience technique. They need to be able to read bus schedules, time cards, class schedules, signs and so on. The importance here is that these "survival" texts be immediately relevant.



Houston
Community
College
System

ADVISING/ENROLLMENT FORM

NON-CREDIT/SHORT TERM COURSES

DATA ENTERED

PART 1

☐ NEW STUDENT ☐ RETURNING STUDENT

PART II - STUDENT INFORMATION

FOR NEW STUDENTS AND FORMER STUDENTS NEEDING TO UPDATE INFORMATION.

1 BIRTHDATE

MO	DAY	YEAR

2 ETHNIC DESC (CHECK ONE)

(1) ☐ WHITE
(2) ☐ BLACK
(3) ☐ HISPANIC
(4) ☐ ASIAN/PACIFIC ISLANDER
(5) ☐ AMERICAN INDIAN/ALASKAN

3 SEX

☐ MALE ☐ FEMALE

4 CURRENT MAILING ADDRESS

5 HOME PHONE

6 WORK PHONE

7 ☐

Total Physical Response

This technique helps relate the language item to its meaning and reinforces memory. It asks for a physical response to a language item rather than a verbal response. TPR can be used to teach instructions that students need to be able to read in order to do things like get a coke from a machine, use a pay telephone or even follow a simple recipe.

TUNA-CHEESE SANDWICHES

What you need:

8-ounce package cream cheese

2 tablespoons milk

1 can tuna fish (6½-ounce)

Measuring spoons

Mixing bowls

Fork

What to do:

1. Put cream cheese into a mixing bowl.
2. Add the two tablespoons of milk.
3. Mix everything.
4. Open can of tuna fish. Pour out the liquid.
5. Put tuna fish into the bowl and mix. Spread tuna cheese on bread.

Makes 4 BIG sandwiches

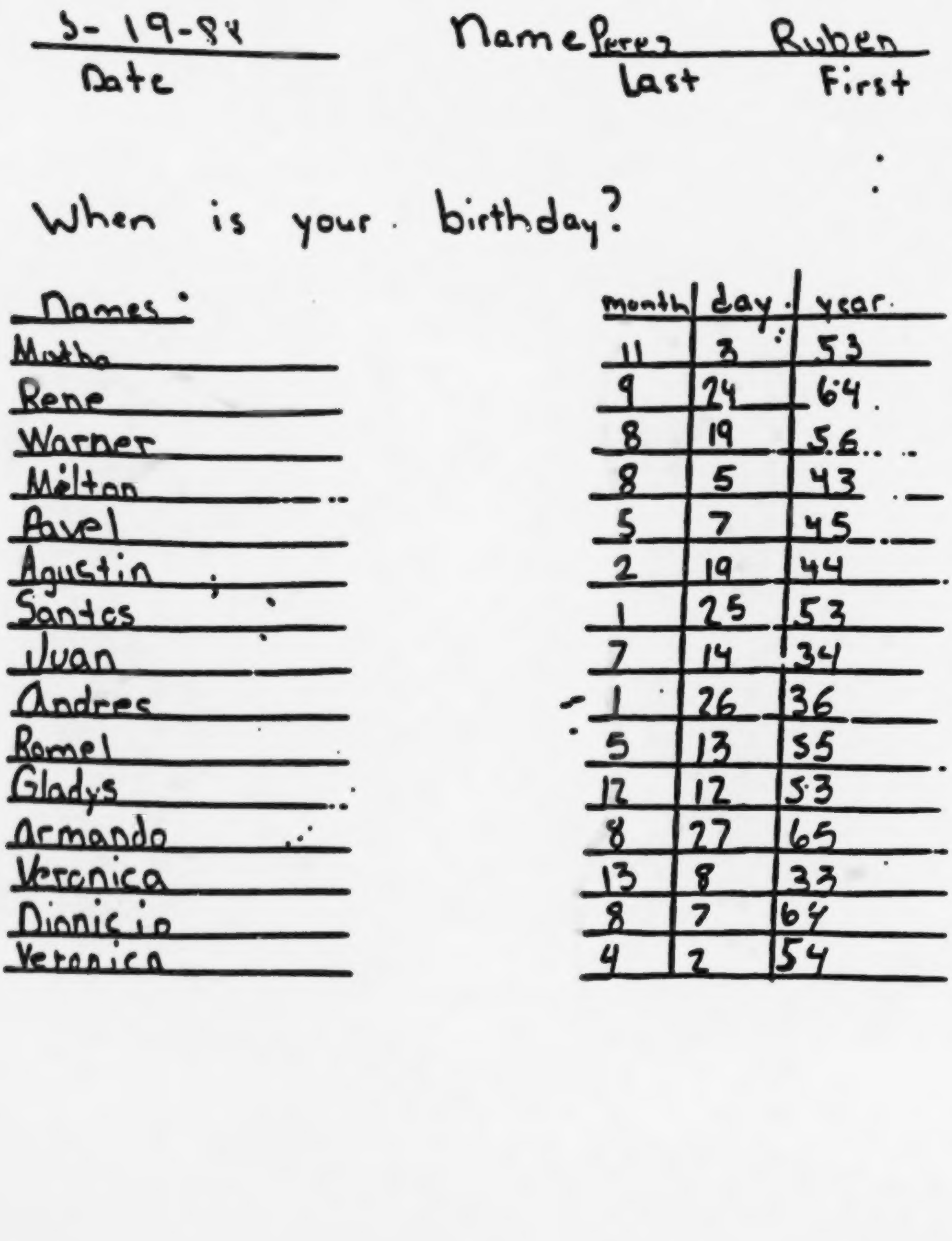
Dialogues

These are short conversations between two people which they invent themselves. They can proceed from one word then on to two or three words as long as the communication remains meaningful.

1. Hey, you!
2. Who?
1. You!
2. Me?
1. No, me.
2. Me?
1. Yes, you. Be quiet.
2. O.K., quiet.
1. Good.

Interviews

The students ask each other questions in order to find out information. The questions are from prepared teacher worksheets. They then write down the responses they gather. An example could be to have the students find out and write down each others' birthdays.



5-19-84
Date

Name Perez Ruben
Last First

When is your birthday?

Names:	month	day	year
Martha	11	3	53
Rene	9	24	64
Warner	8	19	56
Milton	8	5	43
Pavel	5	7	45
Agustin	2	19	44
Santos	1	25	53
Juan	7	14	34
Andres	1	26	36
Romel	5	13	55
Gladys	12	12	53
Armando	8	27	65
Veronica	13	8	33
Dionicio	8	7	64
Veronica	4	2	54

How does the HCCS/ELAP program meet the needs of the non-literate student?

The non-literate Amnesty-eligible individuals who are seeking a Certificate of Satisfactory Pursuit will be placed into our free HCCS/ELAP Certificate A (Pre-literacy) classes. There, they will receive forty class hours (ten weeks) of instruction in oral English, English Literacy, American history and government. After the students have completed the ten week course, they will be advanced to our HCCS/ELAP ESL classes.

All non-literate Amnesty-eligible individuals who have received a Certificate of Satisfactory Pursuit, or who have passed the INS exam for permanent residency are invited to participate in the free HCCS/ELAP ESL I (Spanish and English Literacy) classes.

Adult literacy levels within the same ESL I class will vary. Students who do not read and write above a third grade level in any language will be placed in the same class. Some students within the same classroom will be reading at the adult equivalent of pre-kindergarten. Some students will have the ability to read and complete simple applications in Spanish (and possibly English, too) as well as write answers to simple written questions. But if these higher-level non-literate students were placed into ESL Level II, they would quickly fall behind the rest of their peers, as their ability to guess the meaning of unknown words from context, to utilize the skill of prediction to complete incomplete written sentences or skim for specific information would be lacking.

The higher-level non-literate students will be able to go into ESL Level II in ten weeks. That is a realistic expectation. The lower-level non-literate students will not be able to advance that quickly, nor should they be expected to. The "recycling" of students who are not yet ready to proceed to Level II will be a reality. They will remain in Level I for as long as it takes to reach a third grade level of literacy.

The students who must remain in ESL Level I until they have developed the necessary literacy skills to go to ESL Level II must be made to feel that they are progressing at their own rate and that they are not repeating a level, which implies failure. Students who enter Level I barely able to hold a pencil correctly, just cannot expect to be reading paragraphs and filling out simple applications in ten weeks.

A person of extremely low literacy ability could stay in ESL Level I for as long as two years. Research has shown (Boraks, 1981) that adults who remain in literacy classes for at least one hundred hours advance about one grade level in literacy development.

A diagnostic instrument of graded difficulty will be used to assess students in ESL Level I. It will be used to measure their progress in that level and to determine when they are ready to advance to ESL Level II. The added value of the instrument is that the instructor and the paraprofessional will know where each individual student's strengths and weaknesses lie.

How does one teach a multi-level literacy class?

One, in essence, has a "one-room schoolhouse." One also realizes that it will be impossible to not make any mistakes nor be everywhere at once. Students will have to help each other, and the paraprofessional is INVALUABLE. Separate the students as best as possible into ability groups: pre-literate lows (emergent literacy level) and pre-literate highs (actual reading and writing level).

There will be lots of small group activities, but also large group activities when everybody can come together for oral language instruction, games, sustained silent reading, group oral reading (let the more literate students share the same text as the less literate students and track the words for them), etc. Be creative. Remember, literacy learning is a social activity.

Which instructional texts and materials will be supplied by HCCS/ELAP for use in the ESL I classroom?

Presently, the texts and materials are the following (others will be ordered as they are discovered):

TEXTS

Entry to English, Books 1, 2 and 3 (student copies are available and consumable)

Real Life English, Pre-literacy Workbook (student copies are available and consumable)

Coming soon are the following books:

Before Book One (student copies will be available and consumable)

La Aventura de Leer: Un Primer Libro Para Adultos (only the teacher's copy will be available)

First Steps in Reading and Writing (student copies will be available and consumable)

MATERIALS

Opportunity USA, an audio-visual tape series including monitor and VCR, is available for use in the classroom.

Action Sequence Stories kits are currently available for use.

Index cards and sentence strips are distributed to the teachers and paraprofessionals upon request.

How can one utilize the video series, Opportunity USA, in the ESL I classroom?

Be sure to get a copy of the Pre-Lit Low/High Total Access Literacy Program Teacher's Guide which outlines how to use the Opportunity USA video series in the pre-literate classroom. The program consists of video lessons which reinforce the teaching of English and American history and government. Certificate A (Pre-literacy) will be using both the English and history/government components of the video program. ESL I can utilize the English components of the tape series to further enhance classroom instruction.

Why are the non-literate ESL I students being taught to read and write in Spanish?

Our non-literate ESL I students are being given the opportunity to become literate in Spanish and English because current reading and writing theory supports the assumption that literacy skills transfer from one language to another (Thonis, 1983), because of student preference, because individuals must be able to function in two cultures: that of their home environment and that of the mainstream society, and because individuals have the right to preserve their cultural inheritance and have pride in who and what they are.

Unfortunately, most studies of literacy transference have concentrated on elementary age children. However, there is at least one recent study with secondary age students which showed that not only did Spanish literacy instruction expediate English literacy acquisition, it also positively influenced English language retention (Silva-Flores, 1989). The indications are that if a person is literate in his/her first language, then that person has the ability to read and write in the target language, without the necessity of a special literacy program. In other words, we only have to learn to read and write once.

In November of 1989 our HCCS/ELAP pre-literate students were surveyed to gain some information on several different, related topics. What follows are the major questions posed to 170 students (68 Pre-Low Level and 102 Pre-High Level) and their responses:

-Would you like to learn to read Spanish?

	Yes	No	No Response
Pre-Lit Low:	51	10	7
Pre-Lit High:	56	35*	11

*The Pre-High Level students who were asked why they did not want to learn to become literate in Spanish responded that they were already literate.

-Would you like to have a bilingual instructor?

	Yes	No	No Response
Pre-Lit Low	66	1	1
Pre-Lit High	101	1	

The students listed the following as reasons to become literate in Spanish:

	Pre-Low	Pre-High
-To improve native language literacy	26	24
-To be bi-literate	19	13
-to be more knowledgeable	4	10
-for better job opportunities	0	7
-to improve self-esteem	4	4
-because of the importance of Spanish	5	5
-to communicate better with own people	2	5
-to teach children how to read Spanish	1	1

The students listed the following as reasons to learn to read English:

	Pre-Low	Pre-High
-for better job opportunities	18	23
-for self-improvement, a better life	12	16
-to communicate better	7	18
-because of the importance of English	11	11
-to be bi-literate	8	6
-to live in the USA	5	0
-to avoid translation (be more independent)	4	0
-to teach children to read English	1	0

The students preferred that they study the following in an English class:

	Pre-Low	Pre-High
-English literacy	20	25
-everything	10	27
-conversational English	14	18
-history and math	11	16
-English for communication at work	7	13
-English for adult competency (writing checks, paying bills, ordering in restaurants, understanding politics, etc.)	15	4
-English grammar and syntax	1	5
-customs	2	0
-English pronunciation	0	2
-English to talk to children	0	1

What are some helpful hints to keep in mind when following the curriculum guide? Are there any special do's and don'ts to be considered?

1. Don't teach manuscript and cursive handwriting at the same time. When the manuscript strokes are mastered, then move on to cursive.

2. Don't teach or use the manuscript handwriting that is used in la Aventura De Leer: Un Primer Libro Para Adultos. Do use and teach the manuscript handwriting that is used in the Appendix of your curriculum guide.

3. Don't teach non-literate students a written system of pronunciation that is not used to communicate in a living language.

   Example: Don't: came sounds like (kām)
   Do: pot of tea = (para tí)--if they're becoming literate in Spanish

4. Don't torment your students by relying heavily upon phonics to teach English literacy.

5. Do try and provide lots of handwriting practice during class and for homework.

6. Do teach the Spanish concept/word, etc. first before the English equivalent is taught.

7. Don't go overboard teaching grammar. Your students may not be ready to understand what adjectives, adverbs, and direct objects are all about. Just stick to things like subjects and verbs (after they can already read them).

8. Don't require that your students know alphabetical order before advancing them to ESL Level II. Do provide them with exposure and practice.

9. Don't wait until your students have learned all their letters before you expose them to written words and phrases. Do expose them to print as much as possible.

10. Don't make sure your students are "academically aware" of what they're learning.

    A Don't Example: "Today we're going to learn consonant digraphs." (Just have them learn how to pronounce words which contain them.)

11. Do teach your students to read (and write).

How much English is to be spoken to students on the pre-literate level?

Not only do your students need to be able to read and write, but they also must learn to speak English if they are truly going to integrate themselves into mainstream American society. Your students want to learn English, that's why they're in this program. Speak to them in English as much as possible, and begin teaching them the rudiments of basic English communication. We learn language when we use it to talk to others and to understand what others have to say.

How can frustration be avoided when things aren't going as well as "they should be" within the ESL I, non-literate level classroom?

The facilitator's attitude creates the attitude of the class. If the instructor and paraprofessional have positive, win-win attitudes about what they are doing with the students and about the students themselves, then the class will be successful.

Learning can be fun. Vary the activities and have the students learn through games, songs and group work as much as possible. When teaching non-literates, it's okay to be redundant in lesson-making. Many different ways must often be tried in order to teach the same or similar thing. However, one must be creative to avoid boredom and frustration on the part of the students. If a student is having difficulty understanding what is being presented, then try a different strategy or a different activity. If the student still has difficulty, then try teaching an easier concept or skill.

Anyone can learn, although it might not be as fast as we want them to learn, and it might not be exactly what we want them to learn, either. Oftentimes affective factors such as low self-esteem, problems at home or work, "no puedo" and "I'm too old" attitudes get in the way of academic success. Good teachers and paraprofessionals are sensitive to that and strive to help the students alleviate stress in those areas.

Discourage criticism among peers. Instead, strive to create a classroom atmosphere of safety, cooperation, and acceptance. Insecurity causes some of us to criticize others because of our own feelings of inferiority. Sometimes, those of us who are the most critical of ourselves are the most abusive of others. And those of us who are the least patient with others are sometimes the least patient with ourselves.

Unrealistic expectations create great disappointments. Anything your students accomplish is a success! When we become uptight and impatient with the people we are working with (because we think they're not "getting it," or we're not doing it "right"), our students feel that anxiety, and they react to it. There is no curiculum accommplishment deadline on the pre-literacy level. Your students will advance to ESL II when they are ready.

Remember, present material slowly and repetitively, making sure that what you are presenting is connected to something else even more meaningful. Make sure the students understand the relevancy of the lesson to their lives and to the "here and now." Pay close attention to your students' faces when you are teaching. Blank gazes and puzzled looks are good indicators that something is amiss. However, head-noddings and sweet smiles are not always foolproof indicators of instructor success, either. Check your students' retention of knowledge frequently, by way of quizzes, dictation tests, etc.

Trust in your students' inherent will to succeed, and they will, too. Believe in your students' right to self-determination, and they will believe that they deserve to make their own decisions. Strengthen your students' ability to deal with their own issues, and you will give them the gift of independence.

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ASSESSMENT/TEACHING INSTRUMENT, CURRICULUM OBJECTIVES AND PROCESS

USE OF INSTRUMENT AND CURRICULUM GUIDE

HOW TO USE THE LITERACY ASSESSMENT/TEACHING INSTRUMENT AND CURRICULUM GUIDE

Give the assessment/teaching instrument to the student upon entry to your class and once every ten weeks thereafter to determine when advancement will be made to Level II. During the 10-week cycles, you'll know when to advance the student to more difficult material through direct observation of student progress and through instructor/para-made quizzes. In other words, use your best judgment as to whether or not the student is bored and/or frustrated or challenged and excited about the learning situation that is being created, and use the literacy assessment/teaching instrument to help you in assessing that.

The Literacy Assessment/Teaching instrument and curriculum guide are divided into two overlapping sections:

I. Emergent Literacy (readiness)
II. Actual Reading/Writing

Section I: Emergent Literacy (readiness)

Not only does the instrument assess the students' strengths and weaknesses, but it can be used as a teaching tool along with the curriculum guide. The curriculum guide has been written to provide you, the instructor and paraprofessional, with ideas and activities to strengthen the weaknesses that the assessment tool isolates, so that one's continued entry into the world of literacy can be successful. If a student cannot complete the Emergent Literacy section of the assessment/teaching instrument with 90% accuracy, then begin instruction at this level.

Inability to adequately complete this section of the test implies that the student needs various pre-reading and writing skill development activities before the act of reading can be successfully mastered. Frustration at this level also implies that the student probably does not have a full understanding of what reading is supposed to accomplish, what print is supposed to convey, or what being literate allows one to do. The student may even possess the self-defeating attitude that he/she is too old to learn to read, too stupid, etc. (See the Student-Centered Section of this curriculum guide for further information on attitude adjustment.)

The overall objectives of the instructional (versus assessment) portion of the Emergent Literacy level are the following:

-Pre-reading/writing skill development is strengthened
-Spanish literacy development begins
-Oral English development begins
-A safe atmosphere is established and positive relationships are developed between instructor/paraprofessional and students
-Students learn what reading is supposed to do and how they, as literate, educated individuals of society are supposed to be

The Literacy Assessment/Teaching Instrument will more accurately assess student strengths and weaknesses if it is administered individually. If it is necessary to give more examples for each exercise on the test than those that are already listed, please do so. It is of extreme importance that the student does not frustrate on the test because of inability to understand the directions. Please give them in Spanish. Also, some students may visually merge test items because of inexperience with print. Have those students use index cards to keep test items separate if this should occur.

The exercises on the Emergent Literacy Section basically proceed from easy to more difficult. No matter where the student frustrates, administer the entire Emergent Literacy Section to determine the skills which must be given special consideration in instruction. The instuctor and the paraprofessional are to plan and develop activities which reinforce the emergent literacy skills which the test shows to be weak in development. The curriculum guide, along with the instructor's and para's ingenuity and common sense, are to accomplish this feat.

When administering the test, pay close attention as to how well the student follows your directions, holds a pencil, forms letters, and writes or copies with facility and speed. These observations will also assist you in developing your instuctional plans.

Part II: Actual Reading/Writing

Only administer this section of the test to the student if he/she completed the first section, Emergent Literacy with 90% accuracy. Again, please give the test instructions in Spanish, administer the section individually, and provide ample test examples. The instructor and para, along with the help of the curriculum guide, will "back up" what the assessment/teaching instrument is diagnosing. One can also provide classroom activities and exercises that are similar to the test items on the instrument.

The objectives of the Actual Reading/Writing component of the pre-literacy level are the following:

-Spanish literacy development continues*
-A safe learning environment/student-centered classroom continues to be maintained
-Oral English continues to be strengthened
-English literacy officially begins

*Some students (after reaching a particular self-determined level of Spanish literacy) will decide that they have had enough instruction in Spanish literacy and are ready to receive only English literacy instruction. So be it. Our students are adults who are capable of making their own decisions and should be treated as such. That also means they can change their minds...

The Literacy Assessment/Teaching Instrument is bilingual because some students have received more literacy development in English than they have in Spanish, and could even be semi-fluent in spoken English. They have been living in this country for a long time. Therefore, if they were given a test that was written in Spanish, perhaps they would be able to read and write much less than they would be able to in English, and the diagnosis of their literacy level would not be accurate. The student who takes this literacy assessment test can do so in English or Spanish, or both. The test evaluator simply analyzes the student's literacy level in the language in which the test was completed.

The student who is able to read and comprehend the English paragraph better than the Spanish one will be a rarity indeed. Both paragraphs are written on about a third grade level in either language. Do not require that the students be able to read on a third grade level in English before advancing them to ESL Level II. Only require that the students display that they are reading and writing on a third grade level in Spanish by interpreting the Spanish paragraph.

When the student is able to read and answer all the comprehension questions about the Spanish paragraph and can complete the Emergent Literacy Section of the instrument with at least 90% accuracy, then advancement will be made to ESL Level II.

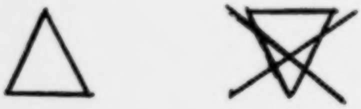
ASSESSMENT/TEACHING INSTRUMENT

SECTION I: EMERGENT LITERACY STAGE (READINESS)

Visual Perception/Discrimination and Sequencing:

A. Have the student put an X on the figure in each line which is different.

EX.



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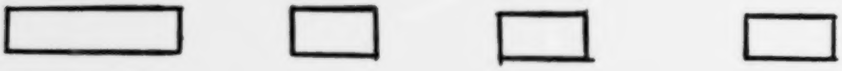

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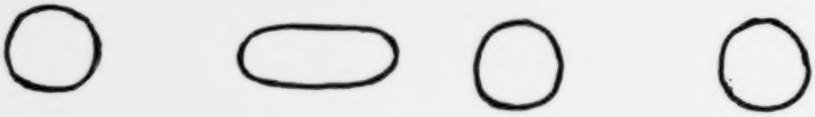

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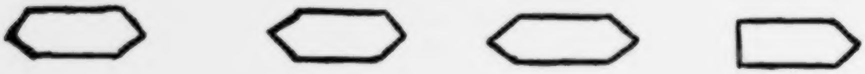


B. Have the student circle the letter in each line which is different.

EX. S [✓ Z] S S S

1. d d b d d

2. g p g g g

3. a a c a a

4. P R P P P

5. N N N N M

C. Have the student circle the words in each line which are exactly the same. (One is different from the others.)

EX. [✓ hot] hat hat hat

1. mamá mamá mama mamá

2. niño niña niño niño

3. girl gril girl girl

4. cadillac cadillac cadillac cadilac

D. Have the student count the number of words in each sentence. Be sure the student understands the terminology being used (palabra V.S. letra). Knowledge of vocabulary is not being tested here. Ability to spatially differentite word units is being assessed.

EX. Madam is in hog heaven.

5
_____

1. Esta es mi familia.

_____

2. ¿No conoces a mi hermano quién vive en Galveston?

_____

3. La Camára de Representantes de Estados Unidos aprobó una nueva ley que prohibe fumar.

_____

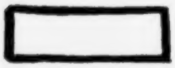
4. The Eligible legalized Alien Program now has two curriculum tracts.

_____

E. Have the student look at each shape separately for 5 seconds. Then cover it up and draw the same thing.

EX.

1.

2. 

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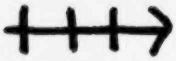
4. 

5.

F. Have the student look at each separate letter and/or words for 5 seconds. Then cover it up and write the same thing.

EX. loco loco

1. S ________

2. La ________

3. bebé ________

4. el dinero ________

Spatial/Linear Concepts (Directionality):

G. Have the students circle the number that you tell him/her to circle.

EX. Circule el primer numero. [✓ 4] 3 2

1. Circule el numero en el medio.

3

2

1

2. Circule el numero a la izquierda.

4 2

3. Circule el numero a la derecha.

4 2

4. Circule el numero que está antes del cero.

4 3 2 0 6 9

5. Circule el numero que está después del cero.

4 3 2 0 6 9

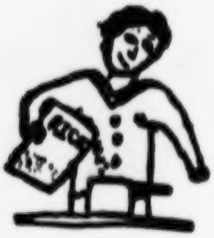
H. Have the student put the picture in the correct left/right order by placing the correct number (signifying order) of occurrence under each one.

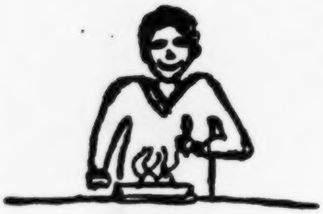
Example:

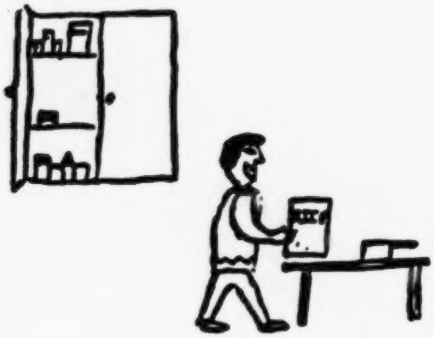
2

1

1.







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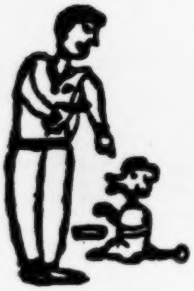

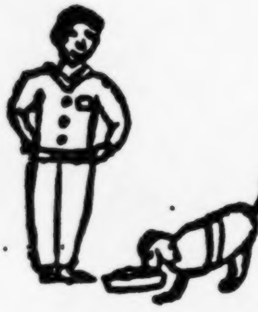

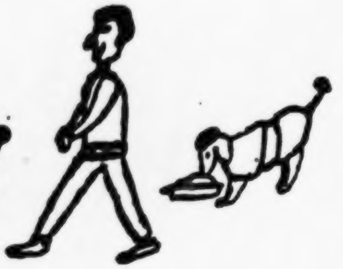

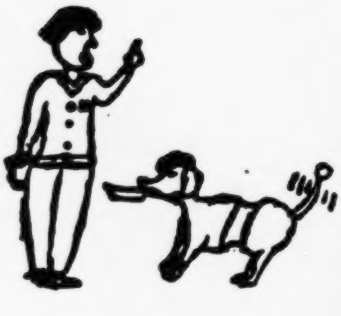

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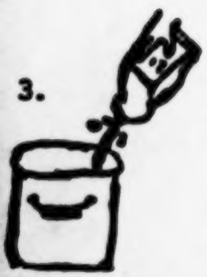
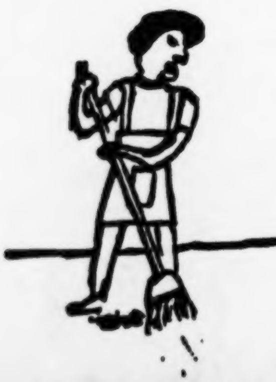
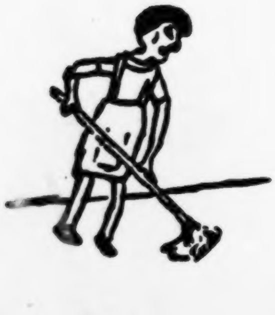
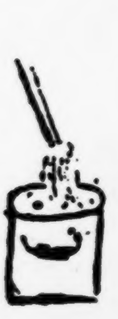








Auditory Discrimination

I. Have the student listen to you pronounce a key word. Then have the student listen to you pronounce a list of words one-by-one after the key word and indicate which ones begin with the same sound as the key word. Check the words that the student indicates.

EX. DOLLAR

✓ Dora

✓ Donna

______tooth

______uva

1. MADRE

______monkey

______no

______ama

______home

2. PUPUSA

______baby

______paper

______pasado

______up

3. AMOR

______more

______ama

______open

______army

Visual Discrimination, Fine Motor Control and Copying

J. Have the student copy the following words and sentences. Look for letter formation, ability to write on the lines, accuracy in copying (correct letters, spacing between words and letters, capital letters and punctuation, etc.) Have student attempt to write in manuscript and cursive to the best of his/her ability.

EX. La puerta está abierta.

(m) La puerta está abierta.

(c) La puerta está abierta.

1. Madam is in hog heaven.

(m)____________________________________.

(c)____________________________________.

2. ¿No sabes qué hora es?

(m)____________________________________.

(c)____________________________________.

3. A student's literacy text should be meaningful.

(m)____________________________________.

(c)____________________________________.

SECTION II. ACTUAL READING/WRITING BEGINS

Known Vocabulary

A. Have the student tell you all the words he or she can read. First, see if the student can write the words without your assistance. Make note of the accuracy in which this is done. If the student cannot write the words for you, then you write them. Have the student read the words back to you after they are written.

1. Words and/or sentences I know how to read and can write:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

2. Words and/or sentences I can read but cannot write:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Simple Application Form

B. Have the student fill in the blanks with the correct information. The application is written in Spanish and English. Since the students have been in the United States for so long, it is feasible that some are more literate in English than they are in Spanish. If the student is only able to respond in one language, do not penalize.

EX.	Houston Ciudad	Houston City
1.	__________ Apellido	__________ Last Name
2.	__________ Primer Nombre	__________ First Name
3.	__________ Edad	__________ Age
4.	__________ Dirección	__________ Address
5.	__________ Fecha de Nacimiento	__________ Date of Birth

Prediction

C. Have the student fill in the blank with the best word. Again, the selection is in Spanish and English. Do not penalize if the student can only respond in one language.

EX. Mi nombre es Maria Garcia.

1. ¿ ____________________ es su nombre?

2. My ____________________ is in México.

3. Vivo en ____________________________.

4. I study ____________________________.

5. ____________________ inglés.

From sentence-part to sentence-whole (integration)

D. Have the student put the following scrambled sentences into logical order. Again, both Spanish and English sentences are used. Do not penalize if only one language is favored over the other. Do not penalize if the first word is not capitalized. Only know you need to teach that concept if it is not capitalized.

EX. hambre tengo .

Tengo hambre.

1. . estudiante soy inglés de

____

2. speak I . English

____

3. en . Houston vivo

____

4. am México I . from

____

Reading Comprehension (End of 2nd grade/Beginning of 3rd grade level)

E. Have the student read the paragraph silently, then answer the comprehension questions which follow. The paragraph and questions are written in Spanish and in English (see next page). Please do not penalize the students if they are only able to read the paragraph and answer the questions in one language. Also do not penalize if complete sentences are not written. That is a difficult concept. If the student completes section I and II with 90% accuracy, (either paragraph in part E) then the student advances to ESL level II.

Una Familia en Tejas

Ella se llama Blanquita Acevedo de León. Vive en Houston con su familia. Vinieron de México hace diez años. Blanquita quiere estudiar inglés porque le gustaria ser enfermera. Tiene dos niños chicos en casa y un esposo que trabaja y estudia como ella. Es difícil trabajar, estudiar y cuidar una familia, pero vale la pena porque ella quiere superarse y quiere lo mejor para su familia.

A. Conteste las preguntas en oraciones completas

1. ¿De qué se trató este cuento?

2. ¿Por cuántos años ha estado Blanquita en Los Estados Unidos?

3. ¿Cuántos niños tiene Blanquita?

4. ¿Tiene Blanquita un esposo?

5. ¿Nos dice el cuento dónde trabaja el esposo?

6 ¿Por qué quiere Blanquita asistir a la escuela?

A Family in Texas

Her name is Blanquita Acevedo de León. She lives in Houston with her family. They came from México ten years ago. Blanquita wants to study English because she would like to be a nurse. She has two small children at home and a husband who works and studies like she does. It's difficult to work, study and raise a family, but it's worth it.

B. Answer the questions.

If the student is able to answer all of these questions in English, or even to answer them in Spanish, to complete the rest of section II with 90% accuracy, and to complete section I with 90% accuracy, advance the student to ESL Level II.

1. What is the story about?

2. How many years has Blanquita been in the United States?

3. How many children does Blanquita have?

4. Does Blanquita have a husband?

5. Does the story tell us where Blanquita's husband works?

6. Why does Blanquita want to go to school?

CURRICULUM GUIDE

EMERGENT LITERACY STAGE (READINESS)

(Section I of Literacy Assessment/Teaching Instrument)*

*Instruction should start here if student frustrates (less than 90% accuracy) on Section I of the Literacy Assessment/Teaching Instrument.

BASIC OBJECTIVES:

1. Pre-reading and writing activities are emphasized in this section.

2. Spanish literacy begins here: Students are read to; they pretend to and actually begin to read; they learn what print is supposed to do and what literate people look like; Spanish vowel and consonant sounds are aurally recognized in words; Spanish language concepts (directionality, and Spanish vocabulary that literate Spanish speakers would naturally know) are strengthened; Spanish words and phrases begin to be visually recognized and physically reproduced. Students are to be given as much instruction and practice in Spanish literacy as they can handle.

3. A safe learning atmosphere is established where students are cooperatively, positively interdependent upon one another while under the tutelage and guidance of their instuctor and paraprofessional. The relationship between the students and instructor/para is nurtured and strengthened, giving the students perhaps their first positive experience with school.

4. Instruction in basic, conversational oral English begins here: Simple conversational oral English which consists of counting, recognizing money, and talking in very simple terms about family member relationships is emphasized. English words for Spanish directional concepts and prepositions are understood. Simple directions in English are followed. Basic English words for classroom objects are learned. English greetings and introductions are practiced, etc. Students are to be given as much instruction and practice in oral English as they can handle. Don't be afraid to teach them a few English written sight words and phrases even though official instruction in written English doesn't begin until Section II: Actual Reading/Writing.

Grade Level Equivalent: 0-1

Estimated Time for Completion: 10-40 weeks

Specific Pre-Reading/Writing Areas to be Strengthened:

-Top-to-Bottom/Left-to-Right Eye Movement and Sequencing
-Visual Perception and Discrimination

-Spatial/Linear Concepts (Directionality)
-Auditory Discrimination (Spanish vowels and consonants; oral English)
-Fine Motor Control
-Letter/Word Recognition and Formation
-Spanish Letter Names
-Auditory/Visual Memory

Ideas and Activities for Strengthening Emergent Literacy Areas: (These ideas and exercises have not necessarily been presented in order from easy to more difficult. Children have definite developmental stages; adults do not. It is hard to determine a non-literate adult's exact schema (cognitive map). Therefore, if an exercise is too easy for your students, proceed to one that appears more challenging.)

NOTE: Emergent literacy stage exercises can be taught in any language. Readiness skills are prerequisite to reading in Spanish or English. In order for the students to learn English, they must be spoken to in English. And the emergent literacy stage is the place to begin oral English instruction. Use a bilingual instructional approach. Speak English as much as possible to your students. But remember, concepts which are unknown in Spanish will be even more unknown in English. Students must have first language knowledge to transfer into the second language. For example, directionality concepts such as left, right, before, after, north, south, etc. must be learned first in Spanish before they can be mastered in English.

AUDITORY DISCRIMINATION

(Spanish vowels, consonants, and oral English)

The Spanish vowels are A, E, I, O, and U (pronounced ah, eh, eeh, oh, and ooh). Like English, Spanish has five vowel letters. But unlike English (Gracias a Dios), each vowel letter has only one vowel sound. Standard American English has at least twelve distinct vowel sounds, even though English has only five vowel letters to symbolize them! This is one of the reasons why English is so hard to read and write. Spanish is phonetically consistent, an excellent language in which to initially become literate. And instructionally emphasizing the vowels first, before the consonants, is recommended.

Always, in teaching literacy and/or language, begin with the oral and move to the written (from the known to the unknown, or from the whole to the part). You'll get much better results. Literacy, as well as language, is to be taught wholistically. Reading skills are connected; different parts of the brain are not responsible for their mastery. One can be learning vowel sounds while being exposed to consonant sounds, while hearing English, while learning the left hand from the right hand, while discerning capital P's from small d's, etc. For example, on the first day of class, getting to know your students could also be turned into a literacy/language lesson as in the following scenario:

> In English, ask each student what his or her name is. Write each person's name down on an index card. Have each person tell you how to spell his or her name. If the individual is unable to do so, teach that person the letters of the name. Explain that the first letter is bigger than the other letters in the name because names are important. Teach the students the difference between "palabras y letras." Have them count the letters of their names. Have them examine the names on the other index cards. Who has the longest name? The shortest? Whose name begins with the fattest letter? Does anybody have a name with letters of almost the same size?
>
> Jumble up the index cards. Have the students find their names. Spread the index cards out on a table from left to right. Whose card is in the middle? At the end? After so-and-so's name, etc? Name the vowel letters in each person's name. How does that vowel letter sound? Whose names begin with easy consonant sounds like m, p, l, d, f, or t. What other words begin with those same sounds?

We don't speak in unrelated pieces to each other. So why should we be taught that way? In one way or another, everything is connected. Please teach that way.

Four things should be taught together when teaching letters. They are: the letter name, the letter sound (in the context of a word), the letter shape (visual recognition), and the letter stroke (formation of). There is no reason to delay writing from reading. The skills can be taught simultaneously. So, when singling out the vowel sounds for instruction, exercise as many of the senses as possible and utilize techniques such as the following:

1. -Orally model for the students words or names of people which begin with the five vowel sounds such as Amalia, Enrique, Idolinda, Oscar, uvas, etc.

   -Write the five vowel letters on the board. Have the students hear you pronounce the names of the five vowels as you point to the vowel symbols. Can they think of other words that begin with the five vowel sounds?

   -Invite the students to tell you what they physically notice about the vowel shapes. What will help them recognize them again?

   -Continue to point to the vowels as you pronounce each one. Have the students repeat the vowel names after you. Ask them to concentrate on how each vowel sounds, and how each one is orally formed. What do their mouths have to do to make the sounds?

-Orally, generate a list of words that start with the same vowel sound such as amo, ave, hasta (at this point don't worry about spelling). Have the students continue the oral list, again adding words that sound like they start with the same vowels.

-Show the students pictures which contain words which start with vowel sounds. Have them identify the words in the pictures which begin with certain vowel sounds.

-Help the students make their family trees. Help them write the names of their loved ones on the appropriate lines. Which names begin, end, or medially contain the five vowels? (Don't be surprised if you're teaching certain vocabulary items (in Spanish) which refer to family relationships such as cuñado, sobrino, etc.) This is also an excellent place to teach the English words for family relationships and English syntactical structures to accompany those words such as "María is my grandmother," etc.

Note: When the initial vowel sounds of words are mastered, use the above techniques to teach the ending, then medial vowel sounds of words.

-Teach the students to write the vowel letters, first upper case manuscript, then lower case manuscript.

-Have the students match the upper case vowel letter symbols to the lower case vowel letter symbols.

-Have the students put index cards of the vowel letters in order: A, E, I, O, U.

Note: Consonant letters can be taught using these same above techniques.

See the Appendix for examples of worksheets which can help you teach the vowels and consonants.

2. Read to the students. Use the newspaper and stories of high interest, etc. Model for them what a reader is supposed to look like, sound like, etc. Let them see the excitement and share the pleasure you get from gaining information and being entertained by words. Then ask them questions about what you read to them. Ask them to listen for the answers to certain questions that you posed to them before you began reading. Ask for their feedback on what you've read to them. Get a good discussion going (problem-posing) on the information that has been presented to them. Write a few key words or key phrases on the board for them to copy and visually/aurally analyze. Have them copy those words. (This technique also strengthens visual perception/discrimination skills.)

LEFT-TO-RIGHT/TOP-TO-BOTTOM EYE MOVEMENT: SEQUENCING AND DIRECTIONALITY: VISUAL PERCEPTION AND DISCRIMINATION

NOTE: Letter/number/word formation and recognition are visual perception and discrimination skills which require reading to comprehend. Activities which strengthen these areas and the auditory perception/discrimination skills will bridge Part I: Emergent Literacy to Part II: Actual Reading and

Writing.

1. Draw this, → → → , going across your chalkboard. From left-to-right, trace the arrows with your finger. Have the students follow your finger with their eyes as you are tracing.

2. Give blank index cards to the students and have them copy onto the cards the same arrows you drew on the board. Have them trace their arrows with their fingers, moving from left-to-right, the same way you traced yours on the chalkboard.

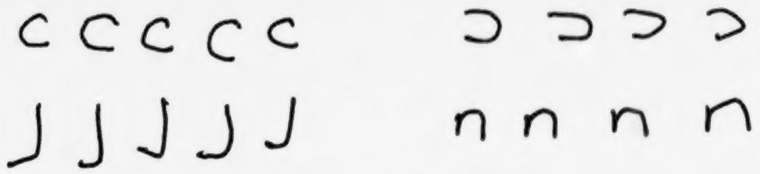
3. Have the students trace the horizontal lines on their notebook paper with their pencils, finishing one row, then swinging their pencil down to the beginning of the next row, consistently moving from left-to-right. Be sure the students can differentiate the front of their paper from the back of their paper, as well as the top from the bottom.

4. Have the students trace the vertical lines on their papers. Fine motor control is also being practiced, as they struggle to keep their pencils on the lines, without lifting the tips. (For worksheet exercises of this type, see Entry to English, Bk 1, pp. 1, 2, & 3.)

5. Staying within the horizontal lines of their notebook paper, have the students copy over and over again (pages upon pages are not too many times) the following configurations:

\ \ \ \ \ \

/ / / / / /   \ \ \ \ \



NOTE: The above exercises make actual handwriting a lot easier. However, students who can hold a pencil between their fingers are ready to start writing and copying actual words. Remember, literacy learning must be made meaningful. To make things easier in the beginning stages of letter formation, teach the students the manuscript letter strokes according to letter families. The strokes are grouped together according to similarity of formation. Look in the Appendix for the letter family groups. Don't be afraid to have your students copy and read words before you have officially taught them the "proper" letter strokes. Literacy emerges through experience with print.

6. Have the students find their way out of a simple maze (get one out of the newspaper or see the Appendix).

7. Cut out newspaper cartoons and scramble the pictures. Have students (good small group activity) arrange the pictures in order, from left-to-right or from top-to-bottom.

8. Place various objects of different sizes together on a table. Have the students place the objects in order of size: smallest to the largest, moving from left-to-right. You could also tell the students exactly how to position the objects in order (in Spanish and English). Example: "Put the smallest item first. Put the blue item between the first and the second item."

9. To teach directionality concepts such as before/after and left/right, etc., (in Spanish and English), try the following technique:

> Physically have students get up and move around as you direct them to. Example: "Take two steps to the left. Put your chair after so-and-so's chair," etc.

Also, see Entry to English Bk. 1: pp. 33, 34, & 36, and Entry to English, Bk. 3: pp. 8 & 9.

10. Play and sing the "Hokey Pokey" (see the Appendix).

11. Put the number symbols 1, 2, 3, 4, etc., on separate index cards. Scramble the cards. Have the students put the cards in numerical order.

NOTE: Putting numbers in sequential order makes sense. It's a meaningful activity. Putting letters in order (alphabetical order) doesn't seem as logical. That's why it's so hard for a non-literate to alphabetize. Logically, one could be reading on a third grade level or higher and not know the order of the alphabet. One only needs to know alphabetical order for activities such as locating words in a dictionary, filing, using a directory, etc. But one needs to know numerical order to count money! That's more than just a little motivating.

Perhaps one of the best ways to teach a non-literate alphabetical order is through the "Alphabet Song" (see the Appendix). Don't worry about teaching the students to visually recognize or to physically put the letters of the alphabet in order until they are almost ready to go to ESL Level II. And even in Level II, they will receive instruction and practice in placing letters and words in alphabetical order. It isn't necessary to make alphabetizing an issue in ESL Level I, just concentrate on teaching the students the letter names (Spanish, then English), how the letters sound in words, how words sound and look in sentences, how one extracts meaning from print, how to recognize and form the letter shapes to make words and how to write words to make sentences. Just teach them to read and write!

12. Have students do "follow the dot" exercises which will give them practice in sequencing numbers. See Entry to English, Bk. 2: pp. 25, 30, 31, & 32.

13. Have students fill missing cardinal/ordinal numbers in the blanks. Use the chalkboard, index cards, or Entry to English, Bk. 2: p. 28.

14. Have the students number their notebook pages from one to whatever. Entry to English, Bk. 1, is largely devoted to learning, locating and recognizing numbers. For further practice in this area, please see Bk. 1.

15. Bring thermometers to class and have students take each others' temperature and then read the results on the thermometer. Also see Real life English, Pre-Literacy Workbook, p. 39.

16. Bring weight scales to class and have your students weigh themselves and then read their weight on the scales.

17. Show your students how to measure how tall they are, then have them go home and measure the heights of their children. Have them write the results down and share them with the

class.

18. Teach your students to tell time in Spanish and in English. Entry to English, Bk. 3 has several exercises which deal with telling time.

19. Make sure your students can count money (in Spanish and in English). Have them figure out what kind of change they should get from a particular transaction. Have them make change, subtract single and double column figures, read how much they owe on their light bill, phone bill, doctor bill, etc. Use real life situations and real bills as much as possible. Realistic learning activities must be created for learning to be meaningful. Entry to English, Bk. 2 has several pages of activities which help teach money.

20. Entry to English, Bk. 1 is full of visual perception/discrimination exercises which strengthen the following areas:

    -letter/number recognition and formation
    -upper/lower case manuscript letter symbol comparison and contrast
    -differentiation of various geometric shapes

21. Entry to English, Bk. 3 also has visual perception/discrimination exercises. Look on pages 1-6, & 10-14.

22. Can the students read their names? Write each student's name in large letters on separate index cards. Scramble the cards. See if each student can put his/her name back together again.

23. From the newspaper, clip out the special pictures (from the

kids' section) which have something missing, like someone's ear, etc. The students must figure out what is not quite right.

24. Also from the newspaper, clip out several cartoons. White out some of the edges of various figures within the pictures. Have the students fill in what is missing.

25. Find pictures which are identical but for various, subtle differences such as one picture has a child with black hair jumping on a couch, while the other has a child with black hair and glasses jumping on a couch, etc. Have the students figure out what is not identical between the two pictures (see the Appendix).

26. Have the students copy words, phrases, and sentences that they perhaps are beginning to learn to recognize, perhaps not. The object here is to practice proper spacing between letters and words, and to practice writing on the lines, on the proper side of their paper, etc. They are also trying to, as accurately as possible, form the proper letter strokes.

27. Read to the students from adult-oriented big books (where all can see you track and read the words), or put the text on the chalkboard, overhead projector or on individual, xeroxed sheets for each to have a copy. Here is where the students pretend to read, tracking the words of their text just as you are doing, orally filling in words that you leave out while reading (using either their memory if using familiar text or their logic if the text is unfamiliar.

Example:

¿Si tú te vas, Qué será de mí?

(Don't read the last word; have them guess what it is.) How long is the word? How does an m sound? How does an i sound? Can they logically guess what it is from the other words before it (context clues)? By the way, it might be familiar; it's a line from a song by Camilo Sesto.

As the students watch you track and stop on certain words, concentrating on what they visually notice and have heard before, they will, with your help, be gradually inventing and internalizing their own personalized rules for interpreting print and remembering what they read.

28. Check the Appendix for other visual perception and discrimination exercises.

AUDITORY/VISUAL MEMORY

1. Play the game of "Gossip" (see the Appendix.) You'll be surprised at what you end up with.
2. Have each student stand up and follow various oral directions such as going up to board, turning around, and returning to sit down. They must remember and follow what you tell them to do. See the Appendix for worksheets on following directions. For an added twist, have the students give you directions that you must follow.

3. Play "Simon Says" (see the Appendix).

4. With visual perception/discrimination exercises, tell the students specifically what to do with the items in the exercises such as in the following:

m p u v

-Circle the m.
-Underline the u.
-Cross out the p.
-Put an x over the v.

5. Give number and letter dictations to the students.

6. Before Book One is comprised of aural perception/discrimination and auditory memory exercises. Even though the book is written for the enhancement of English, the exercises can easily be done in Spanish.

7. Arrange various real objects in a row. Give the students a couple of minutes to observe the order in which the objects have been placed. Have the students look away while the objects are being scrambled. Now, have the students tell you how to unscramble the objects to regain the original order. Better yet, have students come up and put the objects back as they originally were.

8. Have students pair up. Have each pair stand facing each other for 10 to 30 seconds, memorizing what the other is wearing. Then have them turn around, back-to-back, and describe what they remember seeing. Remember, pre-reading and writing skills can be done in Spanish and English.

9. For a few seconds, flash the students a photograph or picture

of something interesting. Then put the picture face down and have the students describe what they saw. For a vocabulary development exercise, have the students describe the location of the objects in the picture, what the picture was about, implications of what they saw, etc.

10. On the chalkboard, overhead projector, posterboard, or index card, etc, flash the students a simple configuration such as an arrow, a square or a triangle. Then, remove the object from their sight. Now have them draw what they remember seeing.

Section II: Actual Reading/Writing
(Section II: of Literacy Assessment/Teaching Instrument)*

*Instruction should start here if student completes Section I of the Literacy Assessment/Teaching Instrument with at least 90% accuracy.

BASIC OBJECTIVES:

1. Spanish literacy development continues for as long as the student agrees with the need to improve his/her first language literacy ability, and approximately 90 to 95% of our students will feel that need. Students will be learning more about Spanish sound-to-symbol correspondences and syllables and accents. They will be reading actual Spanish texts (written on a third grade or below reading level) such as the following: The Spanish language Yellow Pages, Spanish language comic strips, Spanish language advertisements, newspapers and simple short stories. They'll be writing letters and reading notes, designing their own language experience stories, writing down their favorite recipes, making shopping lists, etc.

2. A safe, cooperative, supportive learning atmosphere which breeds success through group and individual empowerment will continue to be fostered and maintained.

3. Instruction in oral English continues. The basic English that was begun in the Emergent Literacy stage is practiced and built upon. English vocabulary such as emergency sight sight words, menu items, grocery store items, clothing items, parts of the body, dates and holidays and basic English conversation are areas to enhance and improve.

4. English literacy officially begins. Students can learn the English versions of many of the Spanish words and phrases that they can already read; they can learn how to read and write the English words that they have already learned to speak. They can learn to read emergency English words, grocery and clothing items, bills, paychecks, notes from their children's teachers, etc. They can learn to fill out simple applications, write notes to their children's teachers, their bosses, and landlords. The list is endless. They will also learn basic English sound-to-symbol correspondences and will transfer Spanish literacy concepts and reading ability to English.

Grade Level Equivalent: 1-3

Estimated Time for Completion: 10-40 weeks

Specific Post-Emergent Literacy Areas to be Strengthened:

Spanish Literacy Development

- Language Development
- Letter Recognition and Decoding
- Syllabication
- Syllable Recognition and Decoding
- Word Recognition and Decoding
- Phrase/Sentence Recognition and Decoding
- Reading Comprehension of Texts Written on and Below a Third Grade Level
- Use of the Written Accent
- Prefixes, Suffixes and Root Words (structural analysis)
- Complete Sentences Versus Sentence Fragments
- Paragraph Composition

English Literacy Development

- Oral English Language Development
- Basic, Written, Sight Word/Sentence Recognition
- Sound-to-Symbol Correspondences

Dual Literacy Development

- Manuscript and Cursive Handwriting Practice (upper and lower case letter formation)
- Capitalization and Punctuation
- Spelling and Word Dictations
- Sentence Dictations
- Sentence Completions
- Language Experiences
- Problem-Posing Discussions
- Reading Comprehension
- Awareness of Simple Past, Present, and Future Verb Tenses
- Recognition and Formation of Interrogative, Affirmative and Negative Sentences
- Recognition and Location of Simple Subjects and Verbs
- Basic Math
- Birth Dates and Calendar Days
- Days of the Week
- Practice with Alphabetical Order of Letters and Words

Ideas and Activities for Strengthening Post-Emergent Literacy Areas:
(These exercises and activities, more so than the Emergent Literacy section, have been presented in a more sequential order of acquisition. That particularly holds true for the Spanish literacy component, because of the regularity of the written language. That is not so true for the Spanish/English language development nor the English literacy component, simply because sequential order isn't as important (relevancy is) and the written form of the English language is not that logical.)

NOTE: There is no magical "entry point" to English or Spanish literacy. Start with a word or a phrase that is known and easy to remember: like names, addresses, etc. Or begin with a sentence or phrase that is emotionally charged. Begin with the known and work to the unknown; start with the whole word or whole phrase and work to the pieces. And remember, one can be doing more than one thing at a time in a literacy class. Isn't that true of life in general? One can be decoding a Spanish word, while learning the English equivalent, while practicing handwriting and letter formation by copying the words down, while thinking of synonyms of the word in Spanish and deciding on ways to use it in English, etc.

Remember, in one way or another, everything is connected.

SPANISH LITERACY DEVELOPMENT

(Spanish and English literacy skills can be taught somewhat simultaneously, as long as the concept and/or skill is understood in Spanish first. The transfer of knowledge from Spanish to English could happen on the same day or there could be weeks in between. It all depends on how much the student can handle at one time.)

NOTE: With Spanish literacy development, the general rule of thumb is to start with a meaningful word, phrase or sentence, then break each word down into syllables, and then into individual sounds. New words are built by using the parts of the previous word or phrase. See the Appendix for examples of how words can be broken down and rebuilt.

NOTE: One will get the best results if one concentrates first on Spanish vowels within the context of words (aural and written form) and then moves on to awakening the awareness of the sounds that accompany the vowels in consonant-vowel and then consonant-vowel-consonant combinations (see the auditory discrimination component of the Emergent Literacy Section to review the details for teaching vowels).

1. A. Let the following example guide you in teaching key words and phrases. Use some kind of picture or photograph to represent this statement if possible:

La educación es mi salvación.

-Ask the students to tell you what they notice about what they see written. Have them copy the sentence. How many words do they see? What kind of punctuation is used? Is it a question or a statement? Which word begins with a capital letter and why? Have them put their fingers on the longest words. Have them repeat the sentence after you, then read it with you several times, tracking the words with their fingers as they read.

-What are the implications of such a statement (begin a problem-posing discussion)? Do they agree with the statement? What does education mean to them and how does one know when one is educated? What are the problems that adults face who go to school to become educated? What will they be like when they are educated, and how will their lives be different, etc.?

-Choose a key word from the sentence such as educación. Have the students read it with you again and again, slowly, breaking the word into syllables as they read:

e-du-ca-ción

-Be sure that the students know what the vowels are. Then ask them to name the vowels that they see in the key word (decoding). Point out that most of the time in Spanish, whenever they see or hear a vowel in a word, they will have a syllable, and sounding out the syllables in words will help them read Spanish. You may want to explain that the syllable cion has two vowels but is not two syllables because it is an exception, a common word ending that has vowels that are always pronounced as almost one sound. (This is an example of an experiential learning technique for dipthongs and suffixes.)

-See if they can think of more words that end like educación such as revolución, emoción, etc. Divide the words into syllables for the students and have them read the words over and over again with you, tracking from left-to-right as they read. (Whether they can completely decipher these exact words at this point is not as important as being exposed to print, over and over again. Have them copy the words in their notebooks.

-Now, go back to the words, la educación. Teach the students how to alter the vowels in the word la to form other syllables: la, le, li, lo, lu.

-Try writing something like:

La lección

Can the students decode it? Help them divide it into syllables if necessary; they've had them in practice.

-Now have the students copy the phrase over and over again in their notebooks. Give it to them as a spelling dictation.

B. Once again, the basic format, step-by-step, for teaching beginning Spanish literacy is the following:*

-Present an emotionally charged phrase or sentence.

-Use a photograph or picture to further stimulate interest and discussion on the topic of the picture (or vice-versa, start with the visual first and work with a sentence or phrase that is created from the discussion).

-Have the students copy the phrase or sentence and practice reading it.

-Focus on a key word drawn from the phrase or sentence.

-Separate the word into syllables and choose one particular syllable to concentrate on.

-Present the consonant sound of this syllable together with the five possible vowel combinations to form a consonant-vowel pattern: la, le, li, lo, lu.

-Have the students copy the syllables in upper and lower case manuscript letters.

-Make new words by combining the syllables with other syllables that the students have been exposed to: le = lección; educación = salvación = revolución = emoción.

-Read words and sentences which contain these syllables.

-Give dictation tests to check student mastery of the concepts.

*The basic Spanish literacy text being used for ESL Level I will vary somewhat in the format for teaching decoding and rebuilding skills and providing for handwriting practice. It doesn't matter; many different roads lead to literacy.

2. Follow the basic Spanish literacy text for ESL Level I, La Aventura de Leer; Un Primer Libro Para Adultos, closely. It will guide you from day one onward in planning your Spanish literacy lessons. It uses basically the same format of developing literacy as the above examples. It will provide other examples and give added instructions as to how to decode and recombine syllables to form words. Do not use the manuscript handwriting that is used in the book, however, because it is not the same manuscript handwriting that we use in this program. Use the manuscript handwriting strokes that are in the Appendix of this curriculum guide.

3. Even though La Aventura De Leer covers the teaching of multigraphs, consonant clusters/digraphs, vowel dipthongs,* syllabication and syllable stress and written accents (other, more difficult sound-to-symbol correspondences and concepts), see the Appendix and note the following for further clarity on the subject:

* Consonant clusters are consonant combinations like bl, cr, gl, etc. Their presence (though not always the identical clusters) exists in Spanish and English.

Example: blusa, cruz, iglesia

These letters blend together but maintain their full sounds within words.

Consonant digraphs are consonant combinations like ch, ll.

Example: lucha, llover

These letters, when combined, make one sound and may or may not sound as they look.

Their presence exists in English (th, ch, sh, wh).

Example: their, think, chair, wish, when

English digraphs are very difficult for Spanish-speaking, non-fluent speakers of English to hear and discern. They will not have to distinguish the differences in the sounds of the English digraphs ch-sh or the two th sounds in the pre-literate level of this program, just to make an honest attempt to hear them and pronounce them as accurately as possible.

Dipthongs are two-vowel combinations which are pronounced as a single syllable (like cion). There is always one vowel stronger than the other. The only time that dipthongs are divided into two syllables is when there is a written accent or stress on the first vowel of the dipthong.

Example: fotografía (ia is two syllables)
farmacia (ia is one syllable)

LIST OF DIPTHONGS

VOWELS	EXAMPLES
ai, ay	aire, hay
au	caudillo
ei,ey	reina, ley
eu	deuda
ia	diablo
ie	tiene
io	rubio
iu	viuda
oi, oy	oigo, hoy
ua	agua
ue	bueno
ui, uy	ruina, muy
uo	continuo

Dipthongs also exist in English: ou, ow, oi, oy (when these letters combine to make a different sound than they would if they were written alone).

Example: house, cow, noise, boy,

Multigraphs only exist in Spanish: gua, güe, güi.

Example: agua, vergüenza, pingüino

The u in multigraphs is always pronounced like a w.

In dividing words into syllables, tell the students the following rules (there are four):

-"**Una consonante entre dos vocales siempre irá con la vocal que la sique.**"

Example: ra-to, re-lo-je-ro

-"**Cuando hay dos consonantes y la segunda es l, o (or) r, no se separan los consonantes.**"

Example: glo-bo, tra-ba-jo

-"**En otras combinaciónes de consonantes, excluyendo los multigrafos y rr, se divide la sílaba entre las dos consonantes.**"

Example: len-gua-je, ca-ba-llo, no-che, pe-rro

-"**No se separan los diptongos ni multigrafos.**"

Example: bue-no, co-le-gio, ca-ba-llo,

There are rules for writing written accent marks correctly:

-"**Usamos el acento escrito en las palabras que llevan la fuerza de la voz en la última sílaba cuando terminan en una vocal, o en las consonantes n, o (or) s.**"

Example: lección, detrás, café

-"**Las palabras que llevan la fuerza de la voz en la penúltima sílaba llevan acento escrito cuando terminan en cualquier consonante menos n o s.**"

Example: lápiz, árbol, dátil

-"**Todas las palabras que llevan la fuerza de la voz en la antepenúltima sílaba siempre llevan acento escrito.**"

Example: pólvora, lágrimas, sábana

4. Get the students reading and writing actual texts as soon as possible. Only by practicing reading does one improve one's level of reading and writing. See the Appendix for short stories, jokes, advertisements, and other readable/writable items. Bring in your own reading texts and ask the students to bring in theirs such as their phone bills, etc. Help them write personal letters, autobiographies, wish lists, etc.

5. The teaching of root words, prefixes, and suffixes can help students improve literacy in Spanish (see Appendix). For example:

Root Words

When the students can read the word libro, write the following on the board: libreria, libreta, librito. librero. (See if they can think of any more adaptions of the word libro.) Help them understand that when words contain the same root word (like lib), that they are a derivation of that word. Have the students underline the root words in each of the new words. Have them find the roots of other words like papelero, zapatería, etc. Using the newspaper or similar text, have them find and underline the roots of as many words as they can distinguish.

Suffixes

Write the following words on the board: jugador, cazador, trabajador, conquistador. Have the students focus on the word part "dor/ador." Tell them that when the same word part appears at the end of a common root word, that it alters the meaning of the root. In this case, it changes the word into a person who does a certain thing. Can they think of other words which end in "dor/"ador"? See if they can spell them and underline the suffixes.*

*Word plurals and verb tense endings are also suffixes.

- Some nouns/adjectives add s to form the plural:
  - libro - libros
  - bonita - bonitas
- Some nouns/adjectives add es to form the plural:
  - flor - flores
  - superior-superiores

See the Appendix for charts containing the verb tenses and verb tense endings.

LIST OF COMMON SUFFIXES (incomplete list)

SUFFIXES	EXAMPLES
al	canal
or	actor
ar	lunar
able	agradable
ion	religión
ador	jugador
gio	colegio
cion	emoción
ica	musica
ismo	comunismo

ito	despuesito

Prefixes

On the board, write the words: intercambiar and interceder. Underline the prefix (word part) inter. Tell them that when this word part comes before a word that the meaning of the word is changed somehow. Tell them that inter will always mean the same no matter which word it precedes and is attached to. Write other words on the board which are preceded by prefixes. See if the students can identify them, guess their meanings, and agree upon how the prefixes change the words they precede.

LIST OF COMMON PREFIXES (incomplete list)

PREFIXES	EXAMPLES
inter	intercambiar
dis, des	disponer, descabezar
im, in	imponer, inmersion
entre	entreponer
em	embotellar
pro	proponer
pos	posponer
a	acarrear
sin	sinsabor
sobre	sobreponer
re	reponer
super	superponer
con	conmoción
sub	submarino

5. Teach the students the difference between sentences and sentence fragments. A sentence is a complete idea and contains a subject and a verb. In Spanish the subject is part of the verb and does not need to be redundantly expressed in most cases.*

*This might be a good place to teach subjects, verbs, and ending punctuation.

6. Students should be able to write paragraphs in Spanish before they go into ESL Level II. Have them write paragraphs about

their families, their jobs, their hopes, dreams and aspirations. They could write about their lives or what they are going to do tommorrow. They could write a paragraph explaining how to fix something, cook something, or cure an illness. You could have them read and summarize operating directions, a short story they read, or a joke they heard.

NOTE: Correct paragraph form begins with a topic sentence which is indented. A paragraph must consist of at least three related, cohesive sentences. Sentence strips are wonderful aids to help teach sentence cohesion and relatedness of sentences within paragraphs. Note the following idea:

> Have the students dictate a story of interest to you. (They could be making it up as they go along.) Write each sentence on a sentence strip. Scramble the strips and have the students put them together in logical order. Then have them organize the sentences into paragraphs according to relatedness of topic.

ENGLISH LITERACY DEVELOPMENT

(Whatever is understood in Spanish will transfer to English. Since Spanish literacy is given the most importance in the pre-lit level of this program, more time should be spent developing Spanish literacy so that the students will be reading and writing on at least a third grade level when they go into ESL Level II.)

NOTE: English literacy will come to an already literate Spanish speaker; and it will improve as language fluency increases. One only has to learn to read and write once.

NOTE: English is a very difficult language to learn to read and write. We are basically using a system of spelling that has not changed that much since the Middle Ages, even though our system of pronunciation has. Once, night really was pronounced like "neekt." But no more--we only still spell it that way. This is why it is so difficult to teach decoding in English. It is much easier to utilize decoding as a reading technique in Spanish.

NOTE: Native speakers of Spanish who are learning English cannot hear all of our vowel sounds. Especially problematic are our short vowel sounds. The only English short vowel sound which is recognizable in Spanish is the short o as in hot which sounds similar to the Spanish vowel a. Therefore, please do not rely heavily on phonics to teach the pronunciation, recognition and spelling of English words. Rely upon the whole language/sight word method. Your students already know that symbols represent sounds and they know what those sounds are because they have been decoding and rebuilding syllables in Spanish. Knowledge of sound-to-symbol correspondences learned in Spanish will transfer to English. Your students just have to learn a new "code," that's all.

1. What they can be taught is to hear and identify the English consonants or consonant clusters that begin and end English syllables and words. They can also be taught to recognize and identify the beginning, ending or medial long vowel sounds of English words. That will help them in pronouncing and spelling words that they see written. Here is a technique that can be utilized to help the students identify English letter sounds:

   See if the students can verbally construct their own sentences with English words that they have heard, or that you have taught them. Write what they say on the board.

Example: I am from México.
I don't understand.
What is your name?

Have them read their sentences. Draw their attention to the capitalized words and the ending punctuation. Focus on a key word from one of their utterances such as México. Have them listen to the sound of the m in Mexico. Does the m sound the same in Spanish? Have them think of English words that begin or end with the same sound. Do the same with the other consonant sounds in the word and with the only long vowel.*

*In English, only teach sounds when they are within the contexts of words.

Identifying and imitating rhyming words is another technique to help students learn letter sounds:

Write several rhyming words on the board in succession such as an, pan, man. Can the students continue the list of rhyming words? Have them dictate to you some more rhyming words or let them come up to the board and write them. If the students have trouble with this concept, keep repeating the words and continue giving other examples of either other words which rhyme the same as the ones on the board or use different sets of rhyming words.*

*Hop on Pop and other Beginner Books are excellent to reinforce the concept of rhyming.

Entry to English, Bk. 2, pp. 65-91 has English consonant sounds and symbols exercises. Entry to English, Bk. 3, pp. 22-40 has vowels and symbols exercises. Please modify these exercises so that you are not teaching the short vowel sounds. Use the exercises to teach consonant sounds, long vowel sounds, English vocabulary, and to teach the students to hear the differences between short and long vowels. For example, can they hear the difference between pin and pine?

2. To help you teach English sight word recognition and increase

oral English vocabulary and general language development, use, among other things that you bring into class, the material that is available to you in Entry to English, Bk. 2 and 3 and Real Life English, Pre-literacy Workbook. Many of the activities in these books offer exposure to items such as the following:

- vocabulary for emergencies
- reading signs and symbols
- filling out forms and applications
- reading names of community agencies and businesses
- reading maps and bus schedules
- reading bills and writing checks
- reading prescriptions

The following are ideas and suggestions for teaching sight words:

- Make flash cards out of blank index cards. Write the word (Example: name) on the card. Have the students read the word as you show it to them and then supply (if appropriate) the information that the card is requesting.

- Write a sentence on the board. Erase one of the words and have the students fill the word in the blank that is missing. This will give them practice in relying upon the context for meaning, which will in turn increase their ability to predict (an integral part of reading comprehension).

  Example: My city is Houston.

- Divide the students into groups. On index cards, have them write the words of their sentences, one item per card. Scramble up each group's cards, and see if they can put them back together again without looking at the board.

  Example: . 3 number is a

- Look in the Appendix for more ideas on teaching sight words.

DUAL LANGUAGE LITERACY DEVELOPMENT

(Language growth and instruction in mathematical concepts, as well as actual reading/writing practice, are integral components of literacy instruction. Therefore, the teaching of language and math should be included in this section of the pre-literacy level as it was in the first section.)

NOTE: The ideas and activities in this section can be presented alongside the skills and concepts that are being taught in the other two Actual Reading/Writing sections of this level: Spanish and English Literacy Development. There does not have to be a "waiting period" between the teaching of Spanish decoding skills, English sight words, or basic math. As has been stressed before, instruction in these and any other connected areas can take place simultaneously.

NOTE: The objectives of the Actual Reading/Writing section of this curriculum were separated because of their uniqueness to the particular developmental area they were listed under. While literacy in both Spanish and English is developed through a whole language type of overall approach, there is variation, for phonetical reasons, between the basic techniques used to teach reading and spelling in the two languages. For example, phonics is relied heavily upon as a decoding technique in Spanish, but just does not work as well in English literacy development. Nor does Spanish place as heavy of a concentration on sight word recognition as English does. The activities in the present section concern both languages equally and are to be taught in a true bilingual fashion.

1. Teach cursive handwriting as soon as the students have mastered the manuscript strokes, can read manuscript easily, and can write and/or copy words and sentences in manuscript with accuracy and speed. The cursive letter families are

presented in the Appendix.

2. Give word, phrase and sentence dictations. This is an excellent way to reinforce accuracy in spelling and mastery of English syntax and word order. It is also an excellent way to help the students use punctuation and capitalization correctly. In the pre-literacy level, one only needs to know basic capitalization and punctuation. Through contextual means (not just rules, but actual use),* teach the following:

   - -the capitalization of proper names, and first words of sentences
   - -ending punctuation: periods, exclamation points, question marks
   - -commas to separate items of a series

   *Don't go out of your way to find examples and lists of words to capitalize and sentences to punctuate. Teach capitalization and punctuation as examples arise naturally through your interactions.

3. Teach the differences between interrogative, affirmative, and negative sentences.* Be sure to include them in sentence dictations.

   *In English and Spanish, the voice rises at the end of an interrogative sentence when the answer is supposed to be a yes or a no.

4. Help the students understand simple subjects and verbs. This type of knowledge will help them in ESL Level II. Begin with short sentences, and use ones where the subject and verb are quite obvious. And most importantly, use sentences from your students' experiences--ones that they can relate to.

   Example: Mi hija habla inglés.
   ¿Hablas tú inglés?
   I speak a little English.
   I ate too much yesterday.*

   *The subject is the actor/actress of the sentence, and the verb is the action. It is often much easier to identify the subject of the sentence by locating the verb first, then ask who or what is doing the action.

5. Do language experiences with the students as much as possible. See the Appendix for an example of a language experience. Language experiences can easily be turned into sentence and paragraph dictations. They can also be used to help teach the concepts of complete sentences (as opposed to sentence fragments) and paragraphs.

6. Do cloze exercises with your students to increase their ability to predict text. A cloze exercise consists of a familiar phrase, sentence or paragraph. Words are removed, blanks are left in their places, and the students must learn to rely upon the context to guess what should go in the blanks.

Example: My name is María. I have three __________. I am thirty-five ________ old. I ________ in Houston. _____ am going to school at night.

7. Make sure the students are aware of past, present, and future time. When they want to say that something happened yesterday or the week before, how do they say it? What about for an event that has not happened yet? They just need to be aware of what they already know how to express in Spanish, but perhaps have never analyzed before.

Example:

If you gave them a Spanish sentence in the present tense, could they change it to the past tense? Can they conjugate a verb in Spanish? Point out to them that we have words to signify when something happens in English, too. This could lead you into teaching the days of the week or about calendar time.

8. Teach them the days of the week, the months and how to read a calendar. You may even want to teach them ordinal numbers.

Whatever you teach them in the Pre-literacy level will make life easier for them in Level II. There is no reason to be able to spell the months of the year and the days of the week in English. They can be taught just to say them, and recognize them aurally and in writing. See Real Life English, Pre-Literacy Workbook, pp. 18-20 and Entry to English, Bk. 3, pp. 41-58.

9. Teach basic math through reading problems and real situations as much as possible. Let the math problem come from something real, like planning a budget or balancing a checkbook. A recipe could be followed exactly according to instructions, or change could be given for a monetary transaction. The students could decide how much money using various coupons would save them. They could take their classmates to an imaginary restaurant, figure out the bill, divide it up amongst them, and leave a tip. Look in the Appendix for exercises which deal with the computation of basic math.

10. Provide the students with practice in alphabetizing letters and words. Have them put letters of the alphabet in order, the names of their family members and classmates in order, etc. Give them practice in locating words in a dictionary, or using a phone directory. Further practice in alphabetizing will be given in ESL Level II.

11. The students can never be given too much practice in reading and writing. Remind them that if they are going to improve their literacy, then they must also practice reading and writing at home. Should you give homework? Ask your students. Give them a choice; they're adults. Just be sure

they understand the pros and the cons of their decision: The only way to learn to read is by reading. The only way to learn to write is by writing. And only so much can be practiced in class.

APPENDIX

Tips for the Teacher:
Spanish Grammar and
Common Vocabulary

A QUICK REVIEW FOR THE TEACHER: SPANISH GRAMMAR AND COMMON VOCABULARY

ALPHABET
ALFABETO

VOWELS:
VOCALES:

A	(ah)	as A in "hot"
E	(eh)	as E in "they"
I	(eeh)	as I in "police"
O	(oh)	as O in "home"
U	(ooh)	as OO in "spool"

CONSONANTS:
CONSONANTES:

B	(beh)	
C	(seh)	
ch	(cheh)	
D	(deh)	
F	(eh'feh)	
G	(heh)	
H	(ah'cheh)	always silent in words
J	(ho'tah)	
K	(kah)	in Spanish words which are borrowed from other languages
L	(eh'leh)	
LL	(eh'yeh)	
M	(eh'meh)	
N	(eh'neh)	
N	(en'nyeh)	
P	(peh)	
Q	(koo)	
R	(eh'rda)	The sound flaps like the t in "water".
RR	(ehr'dra)	kind of like how little kids imitate the sound of machine gun fire...
S	(eh'seh)	

T	(teh)
V	(beh)
W	(do'bleh veh)
X	(eh'kees)
Y	(eeh gdre a' gdra)
Z	(seh'tah)

ARTICLES:
ARTÍCULOS:

The Spanish nouns are either masculine, feminine or neuter and can be easily distinguished as to their gender by the article which preceeds them.

el libro	(the book)	masculine singular
los libros	(the books)	masculine plural
lo bueno	(the good)	neuter
la pluma	(the pen)	feminine singular
las plumas	(the pens)	feminine plural
un libro	(a book)	masculine singular
unos libros	(some books)	masculine plural
una pluma	(a pen)	feminine singular
unas plumas	(some pens)	feminine plural

PLURAL:
PLURAL:

Most nouns ending with a vowel form the plural by the addition of the letter "s". Most nouns ending with a consonant form the plural by adding "es".

mesa	table	mesas	tables
perro	dog	perros	dogs
flor	flower	flores	flowers
arbol	tree	arboles	trees

PERSONAL PRONOUNS:
PRONOMBRES PERSONALES:

yo	I	nosotros	we
tu	you(familiar)	ustedes	you
usted	you	ellos	they (masc.)
el	he	ellas	they (fem.)

IMPORTANT VERBS:
VERBOS IMPORTANTES:

beber	to drink
comer	to eat
comprar	to buy
dar	to give
estar	to be *
gustar	to like
hablar	to speak
ir	to go
leer	to read
poder	to be able to
querer	to want, wish, love
saber	to know
ser	to be
tener	to have
tomar	to take
venir	to come

*** There are three auxiliary verbs in Spanish: ESTAR (to be), SER (to be), HABER (to have).**

Ud. esta bailando.	You are dancing
Yo soy amado.	I am loved.
Ellos han corrido.	They have run.

REGULAR VERBS

	FIRST CONJUGATION	SECOND CONJUGATION	THIRD CONJUGATION
INFINITIVE	hablar	aprender	vivir
	to speak	to learn	to live
PRETERITE INDICATIVE	I spoke, did speak	I learned, did learn	I lived, did live
	hablé	aprendí	viví
	hablaste	aprendiste	viviste
	habló	aprendió	vivió
	hablamos	aprendimos	vivimos
	hablasteis	aprendisteis	vivisteis
	hablaron	aprendieron	vivieron
FUTURE INDICATIVE	I shall speak,	I shall learn,	I shall live,
	I will speak	I will learn	I will live
	hablaré	aprenderé	viviré
	hablarás	aprenderás	vivirás
	hablará	aprenderá	vivirá
	hablaremos	aprenderemos	viviremos
	hablaréis	aprenderéis	viviréis
	hablarán	aprenderán	vivirán
PRESENT PARTICIPLE	hablando speaking	aprendiendo learning	viviendo living
PAST PARTICIPLE	hablado spoken	aprendido learned	vivido lived

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PERSONAL PRONOUNS

In this section a table of Spanish pronouns is presented. In order to understand how to use them, you must clearly understand the terms that head the columns. A **Subject Pronoun** indicates who is acting or, if no action is involved, who is the subject of the verb. Example: I am studying Spanish; They are Mexicans.

A **Direct Object Pronoun** indicates the recipient of the action. Example: He hit me; I know it; They saw us.

An **Indirect Object Pronoun** indicates the person to whom or for whom something is being done. Example: Give her the book; Read them the letter. In English, "to" or "for" is often used before an indirect object. Example: Give the book to her; Read the letter to them.*

*In English, the same object pronouns are used as objects of verbs or as objects of prepositions. In Spanish the pronouns used in the object position after prepositions are different from those used in direct or indirect object positions.

The **Reflexive Pronoun** is used when a person or a thing does something to itself. Example: You cut yourself; She dressed herself.

The list of pronouns is for facility in reference and need not be memorized in full at present. It is better to learn the pronouns in chunks, as in phrases and in sentences. Here are the subject pronouns with forms of "tener" (to have):

Yo tengo: I have

Tu tienes: You have

El, ella, (Ud.-only in Spanish) tiene: He, she, (it-only in English) has

Nosotros tenemos: We have

Ellos, Ellas, Uds. tienen: They, You all (Ya'll) have

SUBJECT	DIRECT OBJECT OF VERB	INDIRECT OBJECT	AFTER A PREPOSITION	REFLEXIVE, OBJECT OF VERB	REFLEXIVE AFTER A PREPOSITION
			SINGULAR		
yo, I	me, me	me, me[4]	mí,me	me, myself	mí, myself
tú, thou[1]	te, thee	te, thee	tí,[6] thee	te, thyself	tí, thysel
él, he[2]	le, lo,[3] him	le,[5] him	él, him	se, himself	sí, himself
ella, she[2]	la, her	le,[5] her	ella, her	herself	herself
ello, it[2]	lo, it	-------	ello, it	itself	itself
Ud., you[1]	le, lo, la, you	le,[5] you	Ud., you	yourself	yourself
			PLURAL		
nosotros, -as, we	nos, us	nos, us	nosotros, -as, us	nos, ourselves	nos, ourselves
vosotros, -as, you[1]	os, you	os, us	vosotros, -as, you	os, yourselves	os, yourselves
ellos, -as, they	los, las, them	les,[5] them	ellos, -as, them	se, themselves	sí, themselves
Uds., you[1]	los, las, you	los,[5] you	Uds., you	se, yourselves	sí, yourselves

NOTES ON TABLE OF PRONOUNS

1. "Tu" and "vosotros" and their derived forms may be ignored for the present, as they are used only among members of the family and intimate friends in many places. Note that "Ud." and "Uds." are placed with the third person pronouns. These pronouns always take verbs in the third person (as we would say, "your Honor is").

2. Grammars never give "it" as a translation of "el" or "ella", but since all Spanish nouns are either masculine or feminine, "el" or "ella" must refer to the English "it". Example: Give it to me = Dame lo. "Lo" must be referring to something that is masculine such as paper (el papel) or a book (el libro).

3. Whether "le" or "lo" should be used as a direct object has been a matter of controversy. "Le" is preferred by scholars, but "lo" is more used in popular speech.

4. When the pronoun is an indirect object, to or for is implied. Example: Bring (to) me some water. In Spanish, if a preposition is used, a pronoun from the fourth column is required.

5. When "le" or "les" immediately precedes another pronoun, it becomes "se".

6. When the preposition "con" (with) is used, "conmigo" and "contigo" are used instead of "con mi" and "con ti".

7. Likewise, "consigo" is used instead of "con si".

8. Usually, the pronouns "usted" and "ustedes" are abbreviated "Ud." and "Uds." One will also see "Vd. "Vds." used to mean "usted" and "ustedes".

WORDS COMMON TO ENGLISH AND SPANISH

Allowing for certain orthographic changes, there are several thousands of words that are the same or almost the same in English and Spanish. Here are a few examples:

NOUNS	ADJECTIVES	VERBS
el accidente	activo	acentar
la acción	actual, present	acomodar
la adición	afortunado, fortunate	acostumbrar to accustom
el adorno, adornment	agradable	admirar
el agente	amable, kind	adoptar
la ambición	anterior	declarar
la arena, sand	antiguo	depositar
el automóvil	ausente	determinar
el azúcar, sugar	automático	doblar, to double, fold

The list could be extended almost indefinitely, because most modern scientific and technical words, such as radio, telegrama, psicología, atómico, are derived from Latin or Greek roots and therefore resemble one another.

ORTHOGRAPHIC DIFFERENCES

Nevertheless, even when words are common to both languages, there are certain differences in spelling that run consistently through them:

1. Spanish nouns and adjectives very often end in o, a, or e; acto, persona, mucho, aire, parte.

2. English double letters usually become a single letter in

Spanish: colegio, college; acomodacion, accommodation.

3. The English prefixes com- and im- become con- and in- when the stem of the word begins with m; conmocion, commotion; inmersion, immersion.

4. English qu becomes Spanish cu: adecuado, frecuente, cuestión; or less often c: calidad, quality; cantidad, quantity; unico.

5. English r becomes Spanish 1; azul (azure, blue), papel.
Note: Argelia, algeria.

6. English initial s- followed by another consonant becomes es- in Spanish: Espana, espiritual, estricto.

7. In words of Greek orgin:

Eng. y becomes Spanish i: dinamita, sistema

Eng. ch becomes Sp. c: carácter, Cristo, crónico;

or qu: químico, psquiatría.

Eng. ph becomes Spanish f: físico, fotográfico, frase.

Eng. pn becomes Spanish n: neumático, neumonía.

Eng. rh becomes Spanish r: rapsodia, reumatico, rima.

Eng. th becomes Spanish t: autor, norte, teatro.

Eng. ps may become Sp. s: salmista; but: psicologia.

Eng. pt may become Sp. t: tolemico; but, ptomania.

SIMILAR ENGLISH AND SPANISH WORD ENGINGS-SOME NOUNS, ADJECTIVES, AND VERBS: IDENTICAL OR SIMILAR IN BOTH LANGUAGES

The similarity between many English words and their Spanish equivalents is due to their common origin in Latin or Greek. Compare the following equivalent English and Spanish word endings:

ENGLISH	SPANISH	SPANISH EXAMPLES
ade	ada	brigada, limonada
age	aje	coraje, lenguaje

ance, ancy	ancia	importancia, discrepancia
ence, ency	encia	experiencia, tendencia
er, or, tor	ero, or, dor	banquero, actor, aviador emperador, explorador
ic (s)	ica	lógica, musica, politica
ine	ina	disciplina, quinina
ion	ión	religión, unión
ism	ismo	comunismo, idealismo
ist	ista	dentista, egoísta, materialisto
ment	m (i)ento	argumento, departamento, sentimiento
sion	sión	misión, visión
tion	ción	acción, nación, observación
tude	tud	altitud, multitud
ty	dad, tad	barbarida, crueldad, libertad
ure	ura	agricultura, cultura
y	ia, ía	ceremonia, gloria, energía geografía

ADJECTIVES

ENGLISH	SPANISH	
able	able	amable, innumerable
acious	az	saguz, tenaz
al	al	usual, visual
an	ano	americano, cristiano
ant	ante	abundante, ignorante
ate	ado	delicado, duplicado
ent	ente	competente, valiente
ible	ible	elegible, increíble
ia (al)	ico	económico, público
ile	il	frágil, senil
ien	ino	equino, felino
is (ic-al)	ista	egotista, socialista
ite	ido, ito	definido, infinito
ive	ivo	activo, destructivo
ose, ous	oso	verboso, luminoso
ure	uro	futuro, puro

VERBS

ENGLISH	SPANISH	
ate	are	acomodar, calcular
e	ar	curar, imaginar, usar
fy	ficar	deificar, fortificar

ize	izar	civilizar, realizar

WARNING:

It is not safe to assume that in every instance it is possible to make a Spanish word from an English one. But you can generally assume that when one of the above endings is attached to a Spanish word, the English equivalent will have the ending listed above.

DIPHTHONGS

Vowels such as i (y) and u which are considered to be weak may be used in conjunction with stronger vowels such as a, e, or o as well as with themselves to form single syllables. The resultant syllable is referred to as a diphthong. While the strong vowels maintain their integrety as a syllable, the weak vowels, or the first of a combination of two weak vowels lose some of their strength as a syllable.

When unstressed i is used in a diphthong, it sounds like the English y in yes. Likewise, an unstressed u sounds like w in wet. Unstressed Spanish diphthongs i and u are: ia, ie, io, iu; ua, ue, ui, uo, as in gra-cias, bien, a-diós, ciu-dad; cual, bue-no, Luis, an-ti-guo.

Two strong vowels coupled within a word yield two syllables: le-e, Do-ro-te-a. Also, remember that when a weak vowel with a written accent is next to a strong vowel, the weaker vowel retains its strength as a syllable and forms an independent syllable: diá, pa-ís. Accents on strong vowels are stress indicators: lec-ción, tam-bién.

WORD STRESS

1. Most words which end in a vowel, and in n or s, are stressed on the next to the last syllable:
   cla-se, to-mo, ca-sas, en-tran, Car-men.
2. Most words which end in a consonant, except n or s, are stressed on the last syllable:
   pro-fe-sor, ha-blar, pa-pel.
3. Words not pronounced according to these two rules have a written accent on the stressed syllable:
   ca-fé, in-glés, lec-ción.

DIVIDING WORDS INTO SYLLABLES

Spanish words that are at the end of a sentence are hyphenated and divided into syllables according to these principles:

1) A single consonant (including ch, ll, rr) is placed with the vowel which follows: pa-pel, mu-cho, ca-lle, pi-za-rra.

2) Two consonants are usually divided: tar-de, es-pa-nol, tam-bien. Consonants followed by l or r, however, are generally pronounced together and go with the following vowel li-bro, pa-dre, a-pren-do. The groups nl, rl, sl, tl, nr, and sr, however, are divided: Car-los, En-ri-que.

3) In combinations of a strong and weak vowel, a written accent mark on the weak vowel divides the two vowels into separate syllables: di-a; pa-is, ti-o. An accent on the strong vowel does not result in two syllables: lec-cion, tam-bien.

4) Two adjacent strong vowels (a,e,o) are in separate syllables: le-o, tra-e, cre-e.

5) Combinations of a strong and weak vowel (i,u) or of two weak vowels normally form single syllables: bue-nos, bien, es-tu-dios, gra-cias. Such combinations are called diphthongs.

6) In combinations of three or more consonants only the last consonant or the two consonants of the inseparable groups (consonants plus l or r) begin a syllable: ins-pi-ra-cion, in-glés, en-tra.

PUNCTUATION

Punctuation in Spanish is similar to English. Some significant differences are:

1. Exclamation points and inverted question marks are placed before exclamations and questions. They are not actually placed at the beginning of the sentence but rather at the beginning of the exclamation or question:

¡Que muchacha mas bonita! What a pretty girl!
¿Andan Jose y Mario? Are Jose and Mario walking?
Ud. es mexicano, ¿Verdad? You are Mexican, aren't you?

2. A comma is not used between the last two words of a series in Spanish, while in English it usually is:

Tenemos leche, huevos y pan. We have milk, eggs, and bread.

CAPITALIZATION

In Spanish, only the first word of sentences and proper names begin with a capital letter. The names of months and days of the week, the subject pronoun yo (I in English), adjectives of nationality (and nouns formed from them), and titles (unless abbreviated) are not capitalized. The first word is capitalized in titles of books or works of art only.

Somos estudiantes. We're students.
Hola, Señora Hill. Hi, Mrs. Hill.
Este mes es abril. This month is April.
Los tres amigos. The Three Friends.
Son de los estados unidos. They're from the United States.

THE CARDINAL NUMBERS---UNO, CIENTO, MIL, MILLON

The Cardinal Numbers. Some of the commonest and most useful words in any language are the numbers. Learn the following cardinal number throughly. First learn the numbers 1 to 15.

1	un, uno, una
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez
11	once
12	doce
13	trece
14	catorce
15	quince

In the following group, the forms dieciséis, veintiun (O), etc., are usually used, but the orginal forms diez y seis, veinte y uno etc. are still occasionally used.

16	dieciséis
17	diecisiete
18	diechiocho
19	diecinueve
20	veinte
21	veintiun (o), -a

22	veintidós
23	veintitrés
24	veinticuatro
25	veinticinco
26	veintiséis
27	veintisiete
28	veintiocho
29	veintinueve
30	treinta
31	treinta y un(o)
32	treinta y dos

NOW TO CONTINUE:

40	cuarenta
50	cincuenta
60	sesenta
70	setenta
80	ochenta
90	noventa
100	cien (to)
101	ciento (y) un(o)
200	doscientos, -as
300	trescientos, -as
400	cuatrocientos, -as
500	quinientos, -as
600	seiscientos, -as
700	setecientos, -as

Compounds of -- UN(O): In compounds of un(o) (21, 31, 101, etc.) the -o is dropped before a noun, whether masculine or feminine; thus:

veintiún mujeres (note accent on -un), treinta y un mujeres, capítulo veintiuno, página veintiuna.

Cien (to). Ciento drops-to before a noun and before mil:

cien soldados, one, or a, hundred soldiers

cien mil soldados, a hundred thousand soldiers

cientos de soldados, hundreds of soldiers

MIL: (note) dos mil, two thousand; but miles de, thousand of, mil must be used for numbers between 1,000 and 10,000; there is no Spanish equivalent of "fifteen hundred; *thirty-six hundred", etc. The date 1950 is mil novecientos cincuenta.

Millón. This word is a noun and must be preceded by the article:

un millón de soldados

dos millónes de soldados

Learning the Numbers--In learning the numbers, try to think in Spanish.

That is, cinco--5 not cinco-five--5.

Practice saying in Spanish quantities and dates that occur to you.

Here are a few to start on:

25, 33, 47, 51, 69, 74, 86, 92, 111, 248, 321, 519, 694, 701, 815, 923, 1066, 1111, 1288, 1492, 1564, 1660, 1776, 1861, 1917

The Ordinal Numbers

NUMEROS	NUMBERS
primer (o)	first
segundo	second
tercer (o)	third
cuarto	fourth
quinto	fifth
sexto	sixth
septimo	seventh
octavo	eight
noveno	ninth
decimo	tenth

Ordinal numbers indicate position in a series.

The ordinals must be regarded as adjectives and must agree in gender and number with the noun that follows: Example:

el primer hombre	la primera mujer
los primeros hombres	las primeras mujeres

Primero and tercero drop the -o before a masculine singular noun, even if another adjective precedes the noun: Example:

el primer dia, el primer buen dia.

LA ANATOMÍA

adams apple	la nuez
arm	el brazo
back	la espalda
beard	la barba
body	el cuerpo
calf	la pantorrilla
cheek	la mejilla, el carrillo
cheekbone	el pomulo
chest	el pecho
chin	la barbilla
ear	la oreja (outer ear)
eardrum	el timpano
elbow	el codo
eye	el ojo
eyebrow	la ceja
eyelash	la pestana
face (profile, sideview)	la cara (front of Head) el rostro
finger	el dedo
fingernail	la uña (del dedo) del dedo.
foot	el pie
hair	el pelo, el cabello
hand	la mano
heel	el talón
jaw	la quijada, la mandibula (jawbone)
leg	la pierna
lips	los labios
mouth	la boca
neck	el pescuezo, el cuello
nose	la nariz
teeth	los dientes
thigh	el muslo
thumb	el pulgar
tooth	los labios
waist	la cintura
wrist	la muneca

SALUDOS y DESPEDIDAS	GREETING AND FAREWELLS
Buenos días.	Good morning.
Buenas tardes.	Good afternoon.
Buenas noches.	Good night.
¿Cómo está usted?	How are you?
Muy bien, gracias.	Very well, thank you.
¿Cómo está, su esposa?	How is your wife?
Ella está enferma.	She is sick.
Lo siento.	I am sorry.
¿Qué pasa?	What is the matter?
Ella tiene dolor de cabeza.	She has a headache.
Espero que mejore pronto.	I hope she will be better soon
¿Cómo está su familia	How is your family?
Todos están bien.	They are all well.
Me alegro.	I am glad.
Le presento a mi amigo.	Let me introduce my friend.
Mucho gusto en conocerlo.	Pleased to meet you.
Yo soy americano.	I am American.
¿Habla usted inglés?	Do you speak english?
No, yo no hablo inglés.	No, I don't speak English.
Hable despacio, por favor.	Please speak slowly.
Yo no le entiendo a used.	I don't understand you.
¿Dónde se hospeda usted?	Where are you staying?
Yo salgo mañana.	I am leaving tomarrow.
Adiós.	Good-bye.

NOMBRE y EDAD	NAME AND AGE
¿Cuál es su nombre?	What is your name?
Mi nombre es Roberto.	My name is Robert.
¿Cuál es el nombre de su hermano?	What is your brother's name?
Su nombre es Pedro.	His name is Peter.
¿Cuál es el nombre de su hermana?	What is your sister's name?
Su nombre es María.	Her name is Mary.
¿Es usted casado.	Are you married?
Sí, soy casado	Yes, I am married.
¿Tiene usted hijos?	Do you have any children.
¿Qué edad tiene usted?	How old are you?
Yo tengo treinta años.	I am thirty years old.
¿Qué edad tiene su esposa?	How old is your wife?
Ella tiene veinticinco años.	she is twenty-five years old.
¿Qué edad tiene su hija?	How old is your daughter?
Ella es muy joven.	She is very young.
Ella tiene cinco años.	She is five years old.
¿Qué edad tiene su hijo?	How old is your son?
El es un bebé.	He is a baby.
Tiene diez meses.	He is ten months old.

LA FAMILIA	FAMILY
¿Dónde está su padre?	Where is your father?
Él está trabajando.	He is working.
¿A qué se dedica su esposo?	What does your husband do?
Él es abogado.	He is a lawyer.
¿Dónde está él?	Where is he?
Él está en la oficina.	He is at the office.
¿Está su (señora, madre,) en la casa?	Is your mother at home?
No, ella está de compras.	No, she is shopping.
¿Donde están las niñas?	Where are the girls?
Están en la escuela.	They are in school.
¿Están jugando los muchachos?	Are the boys playing?
Sí, ellos están jugando en el parque.	Yes, they are playing in the park.
¿Dónde está su abuelo?	Where is your grandfather?
Yo, no tengo abuelo.	I have no grandfather.
El murió. (a fallecido)	He is dead.
Mi abuela vive con nosotros.	My grandmother is living with us.
¿Donde nació usted?	Where were you born?
Yo nací en Nueva York.	I was born in New York.
¿cuándo es su cumpleaños?	When is your birthday?
Mi cumpleaños es el 15 de marzo.	My birthday is March 15th.
¿Dónde vive su tía?	Where does your aunt live?
Ella vive en Londres.	She lives in London.
¿Cuál es la dirección de su tío?	What is your uncle's address?
Su dirección es calle Pino, 75.	His address is 75 Pine Street.

EXPRESIONES de USO DIARIO	EVERYDAY EXPRESSIONS
¿Qué pasó?	What happend?
No es nada.	It's nothing.
No hay de que.	Don't mention it.
Yo creo que sí.	I think so.
yo no sé.	I don't know.
No es suficiente.	It's not enough.
No es importante.	It's not important.
Es fácil.	It's easy.
Es difícil.	It's hard.
Es grande.	It's big.
Es pequeno.	It's small.
Es suyo.	It's yours.
Es mío.	It's mine.
Está bien.	It's all right
¿Es verdad?	Is it true?
Con placer.	With pleasure.
¿Por dónde?	Which way?
A la derecha.	To the right.
A la izquierda.	To the left.
Siga de frente.	Straight ahead.
Estoy cansado	I'm tired.
Por favor llamar, un médico.	Please call, a doctor.
una enfermera.	a nurse.
un dentista.	a dentist.
una ambulancia	an ambulance.

la policía.	the police.
servicio de bomberos.	the fire department.
un taxímetro.	a taxi.
Señor	Mr.
Señora	Mrs.
Señorita	Miss
No hay ninguno.	There isn't any.
Apúrese.	Hurry up.
Tenga cuidado.	Be careful.

Los Días de la Semana	DAYS OF THE WEEK
¿Qué día es hoy	What is today?
Hoy es lunes.	Today is Monday.
Ayer fue domingo.	Yesterday was Sunday.
Manana será martes.	Tomorrow will be Tuesday.
Anteayer fue sábado.	The day before yesterday was Saturday.
Pasado mañana sera miércoles.	The day after tomorrow. will be Wednesday.
El jueves es el quinto día de la semana.	Thursday is the fifth day of the week.
El viernes es el sexto día de la semana.	Friday is the sixth day of the week.
¿Cuantos días tiene una semana?	How many days has a week?
Una semana tiene siete días.	A week has seven days.
Un día tiene veinticuatro horas.	A day has twenty-four hours.
Una hora tiene sesenta minutos.	An hour has sixty seconds.
Un minuto tiene sesenta segundos.	A minute has sixty seconds.
Yo lo ví a él en está semana.	I saw him this week.
Yo comenzaré mis vacaciones el entrante mes.	I start my vacation next month.
Él se graduó el año pasado.	He graduated last year.

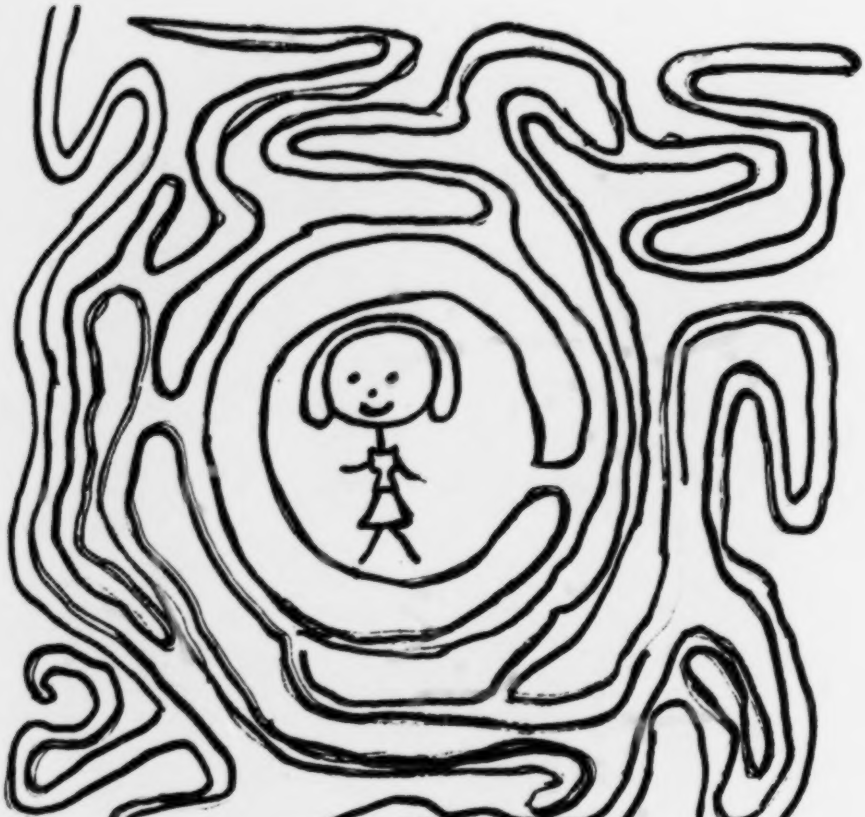
Las Estaciones del Año y Los Meses	SEASONS AND MONTHS
¿Qué estación del ano le gusta a usted mas?	Which season do you like best
Me gusta más la primavera.	I like spring best.
La primavera es templada.	Spring is warm.
El verano es cálido (caluroso).	Summer is hot.
El otoño es fresco.	Fall is cool.
El invierno es frío.	Winter is cold.
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

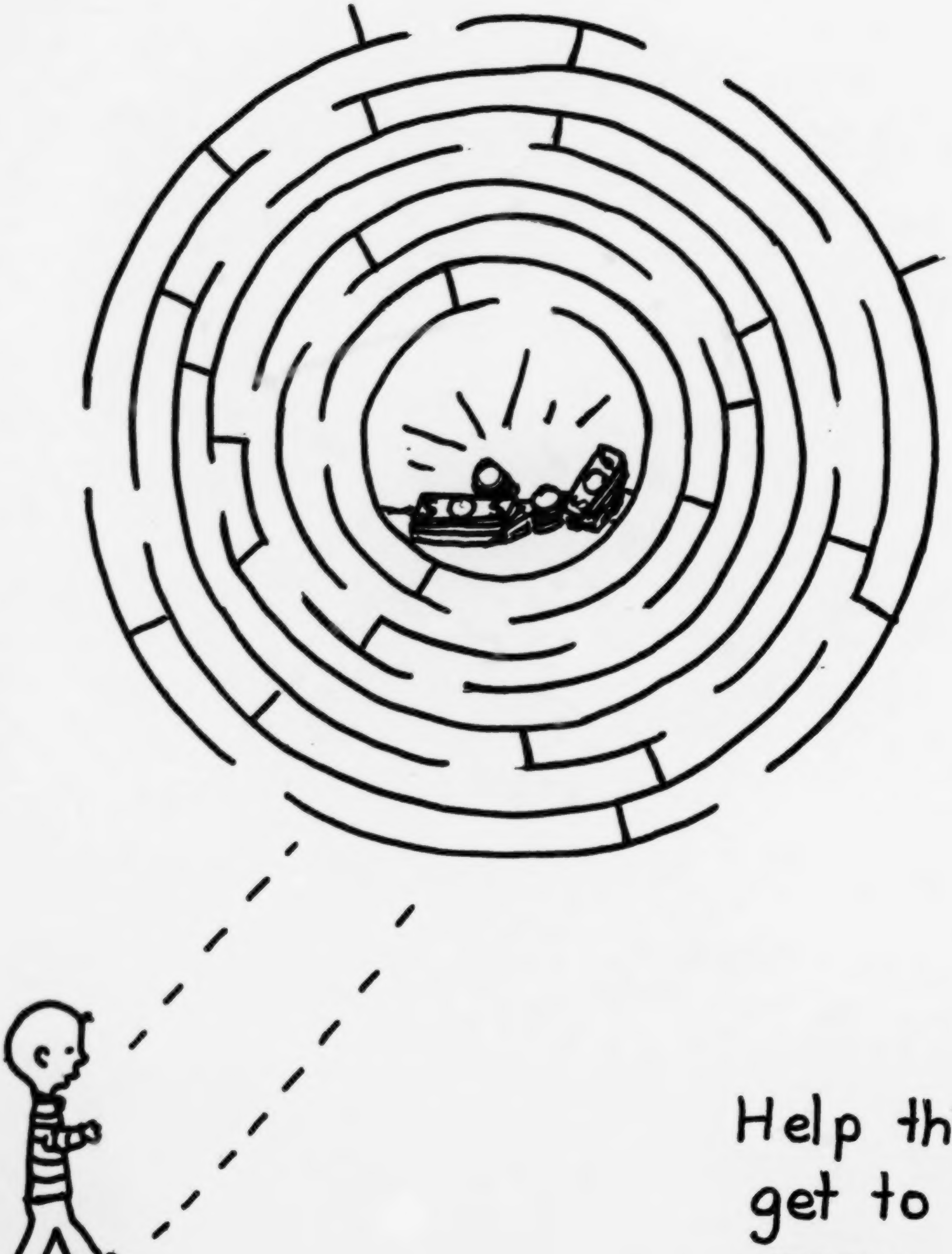
EL TIEMPO	THE WEATHER
¿Cómo está el tiempo hoy?	How is the weather today?
Está bueno y fresco	It is nice and cool.
Ayer hacía calor.	It was hot yesterday.
Está claro, pero un poco ventoso.	It is clear, but a little windy.
Está nevando ligeramente.	It is snowing lightly.
Todavía está lloviendo fuerte.	It is still raining hard.
Hay truenos y relámpagos.	There is thunder and lighting.
Yo creo que es sólo un chubasco.	I think it is only a shower.
El cielo está nublado.	The sky is cloudy.
Está brumoso.	It is foggy.
El sól está brillando.	The sun is shining brightly.

LA HORA	THE TIME
¿Qué hora es?	What time is it?
Es la una.	It is one o'clock.
Son casi las dos.	It is almost two o'clock.
Son las tres y media.	It is half past three.
Debemos telefonear a las cuatro menos cuarto.	We must telephone at a quarter to four.
Él está atrasado.	He is late.
Son las cinco y cuarto.	It is quarter past five.
Ella llegó temprano.	She arrived early.
La comida es a las seis.	Dinner is at six o'clock.
Son las siete menos diez minutos.	It is ten minutes to seven.
¿A qué hora comienza la función?	At what time does the show start?
La función comienza a las ocho en punto.	The show starts at eight o'clock sharp.
Son las nueve y cinco minutos.	It is five minutes past nine.
Son las diez menos doce minutos.	It is twelve minutes to ten.
Son las once y ocho minutos.	It is eight minutes after eleven.
El almuerzo lo sirven al mediodía.	Lunch is served at noon.
El club nocturno lo cierran a medianoche.	The night club closes at midnight.

Pre-Reading/Writing Activities

Help this little girl find her way out.





Help this man get to the money.

Study the Patterns. Continue where they stop.

Example: △ □ □ + △ □ □ + △ □ □

1. □ ○ △ + ___ ___ ___ + ___ ___ ___ + ___ ___ ___

2. 2 4 6 + ___ ___ ___ + ___ ___ ___ + ___ ___ ___

3. A B C + ___ ___ ___ + ___ ___ ___ + ___ ___ ___

4. △ □ □ + ___ ___ ___ + ___ ___ ___ + ___ ___ ___

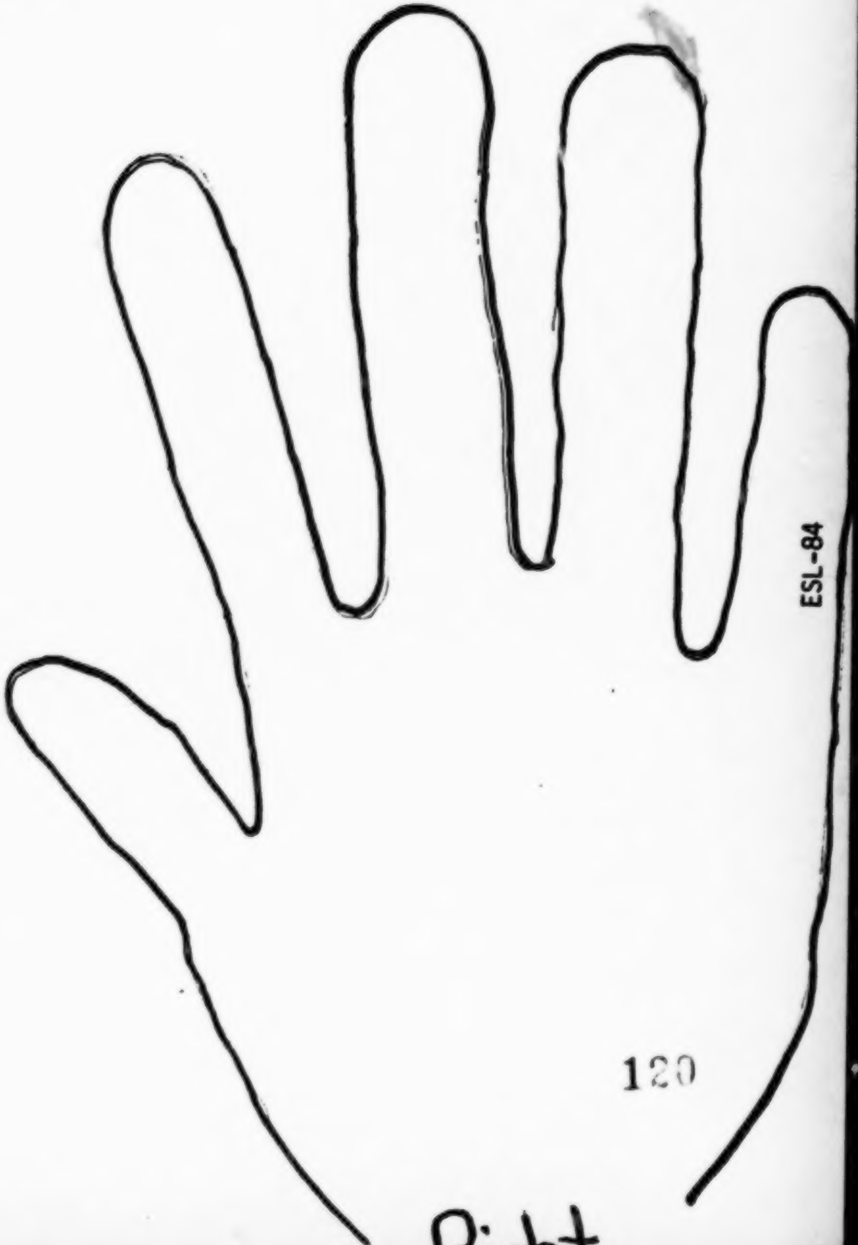
5. G O T + ___ ___ ___ + ___ ___ ___ + ___ ___ ___

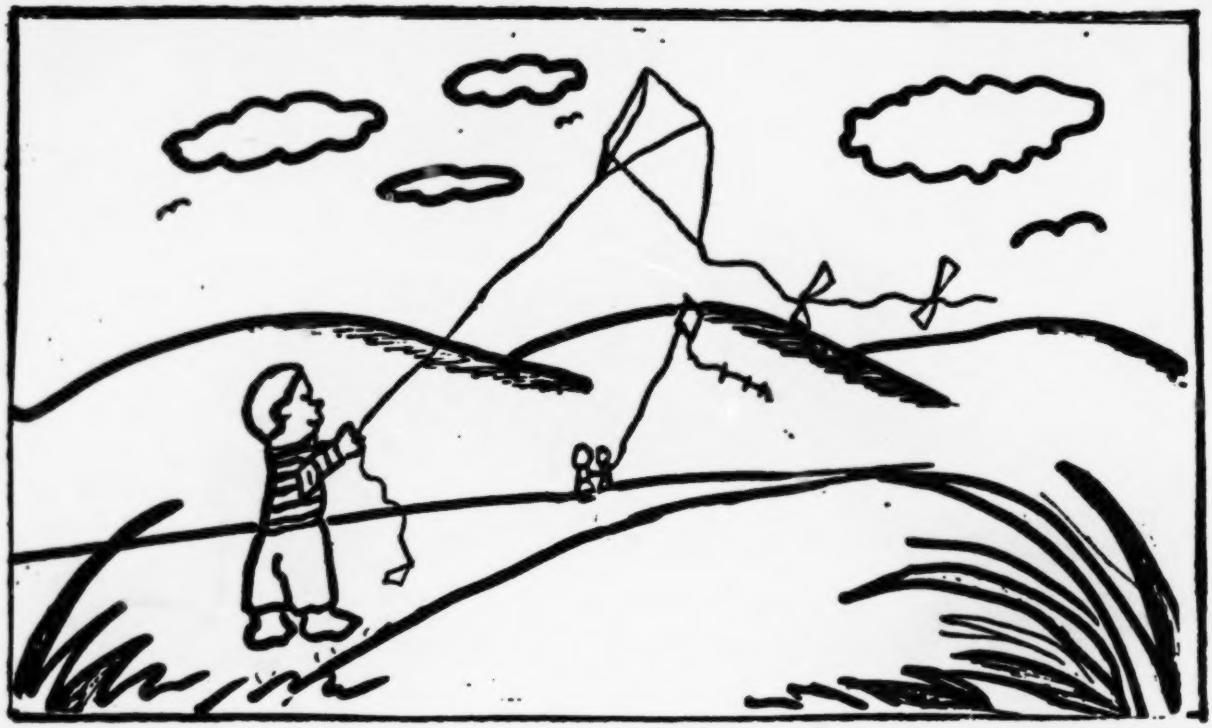
6. ↑ ↗ ↓ + ___ ___ ___ + ___ ___ ___ + ___ ___ ___

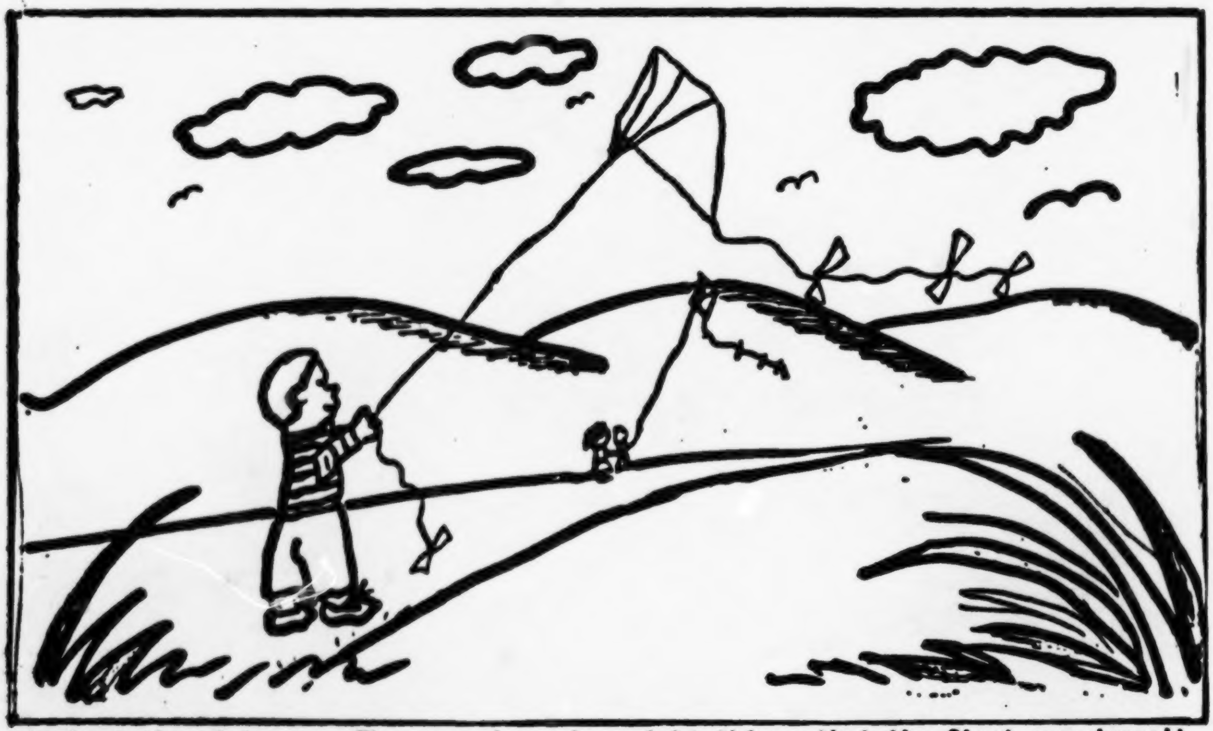
7. 0 1 2 + ___ ___ ___ + ___ ___ ___ + ___ ___ ___

8. S B E + ___ ___ ___ + ___ ___ ___ + ___ ___ ___

Izquierda
Left


Derecha
Right

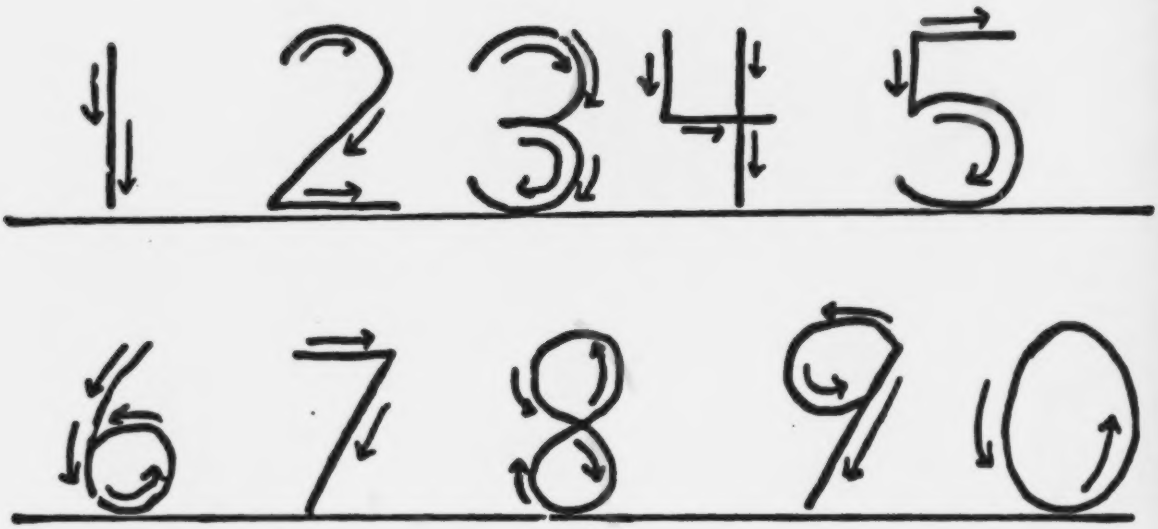




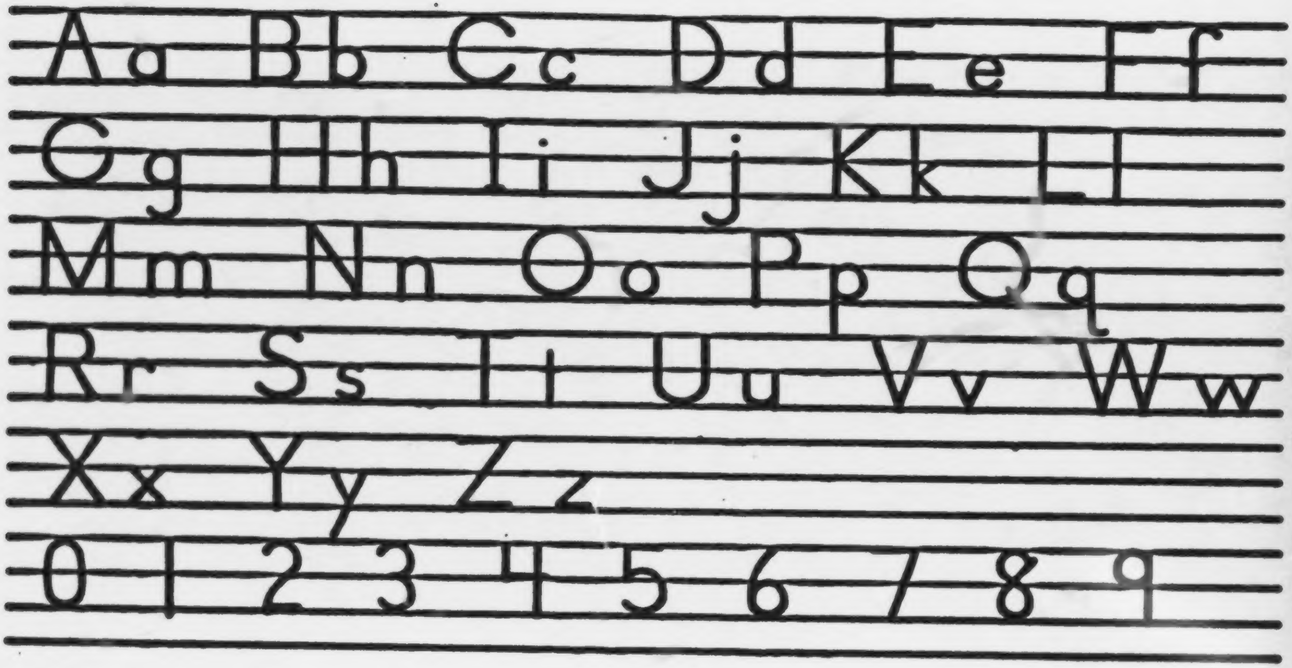
Look at the pictures. The second one has eight things that the first one doesn't have. Can you find them?

Handwriting

STROKES FOR NUMBER FORMATION



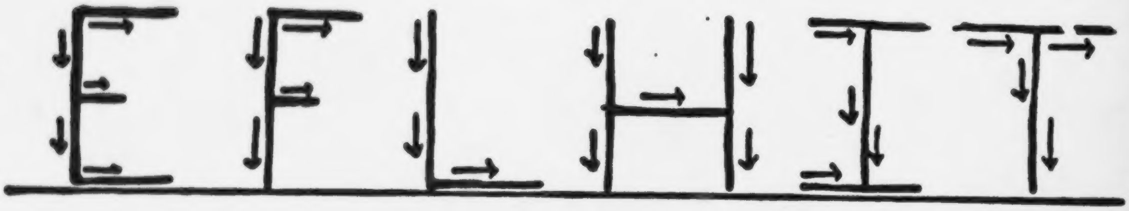
MANUSCRIPT ALPHABET LETTERS



FAMILIES OF CAPITAL LETTER STROKES

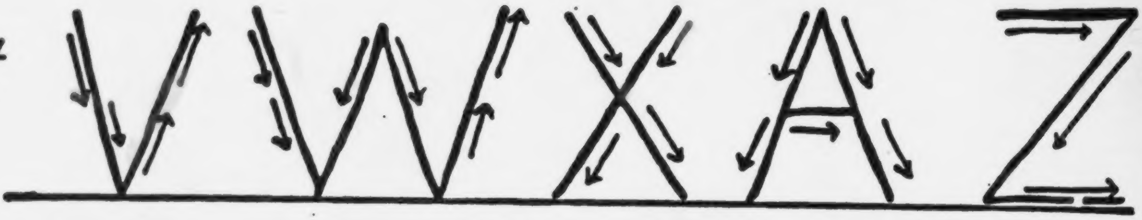
1st Family

Push and Pull



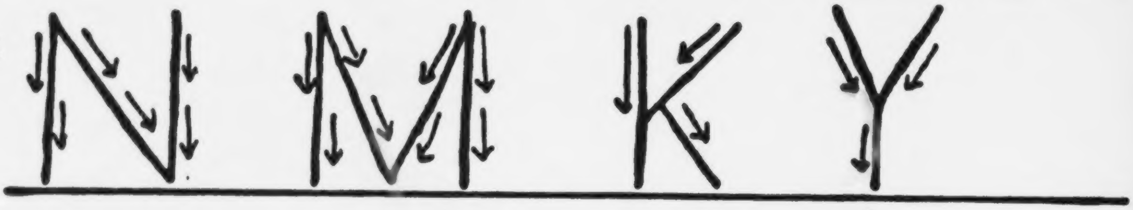
2nd Family

Slant and Push



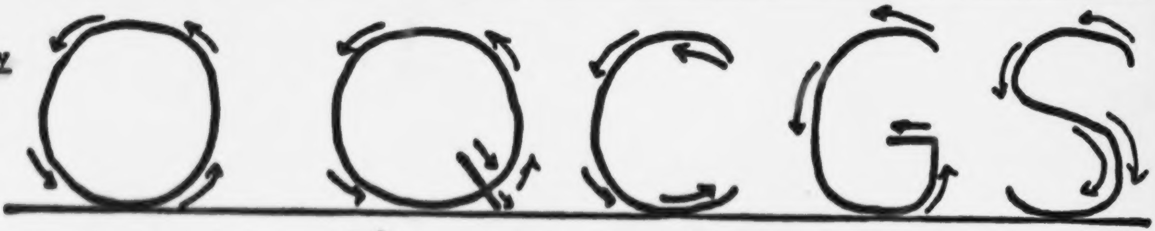
3rd Family

Pull and Slant



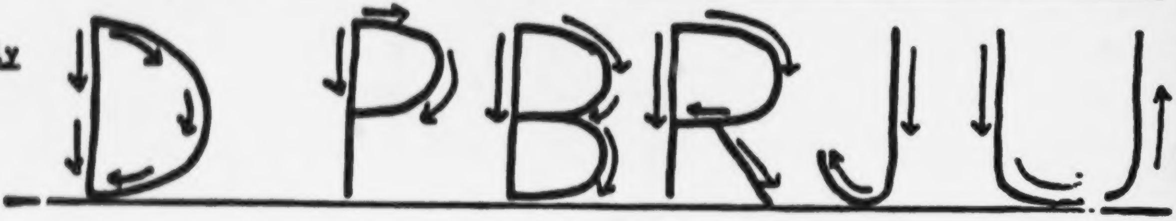
4th Family

Circle Strokes



5th Family

Curve Strokes



FAMILIES OF LOWER CASE LETTERS

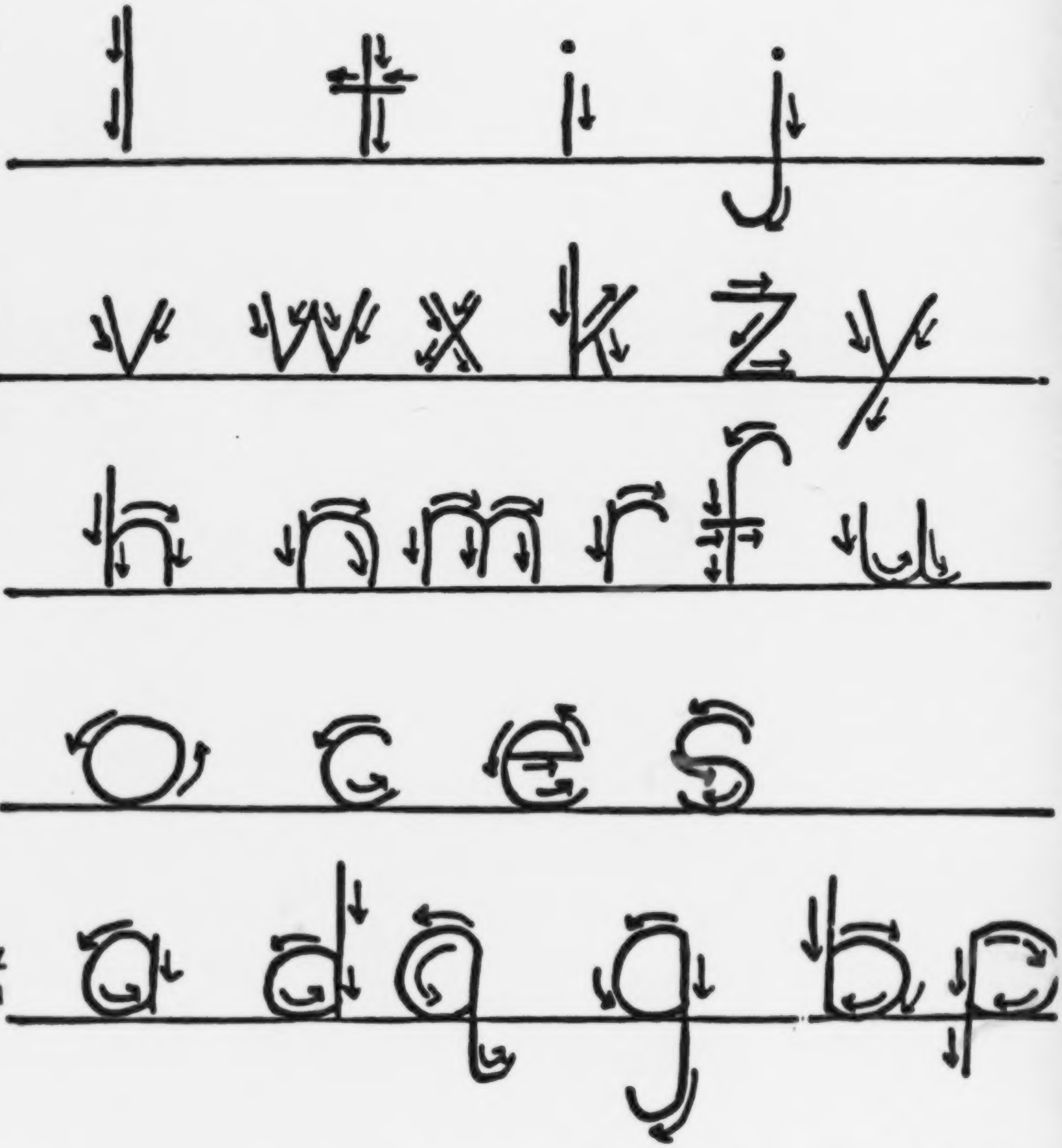
1st Family
Push and Pull

2nd Family
Slant and Push

3rd Family
Hump Strokes

4th Family
Circle Strokes

5th Family
Circle and Push



TIPS FOR TEACHING CURSIVE HANDWRITING

- Teach the letters in the order they're presented. Have the students practice the letter groups over and over (page after page if necessary) until they can form letters properly and effortlessly.

- Make sure the students are holding their pencils and that their pencils are not too short.

- Make sure the students are forming and correcting the letters properly.

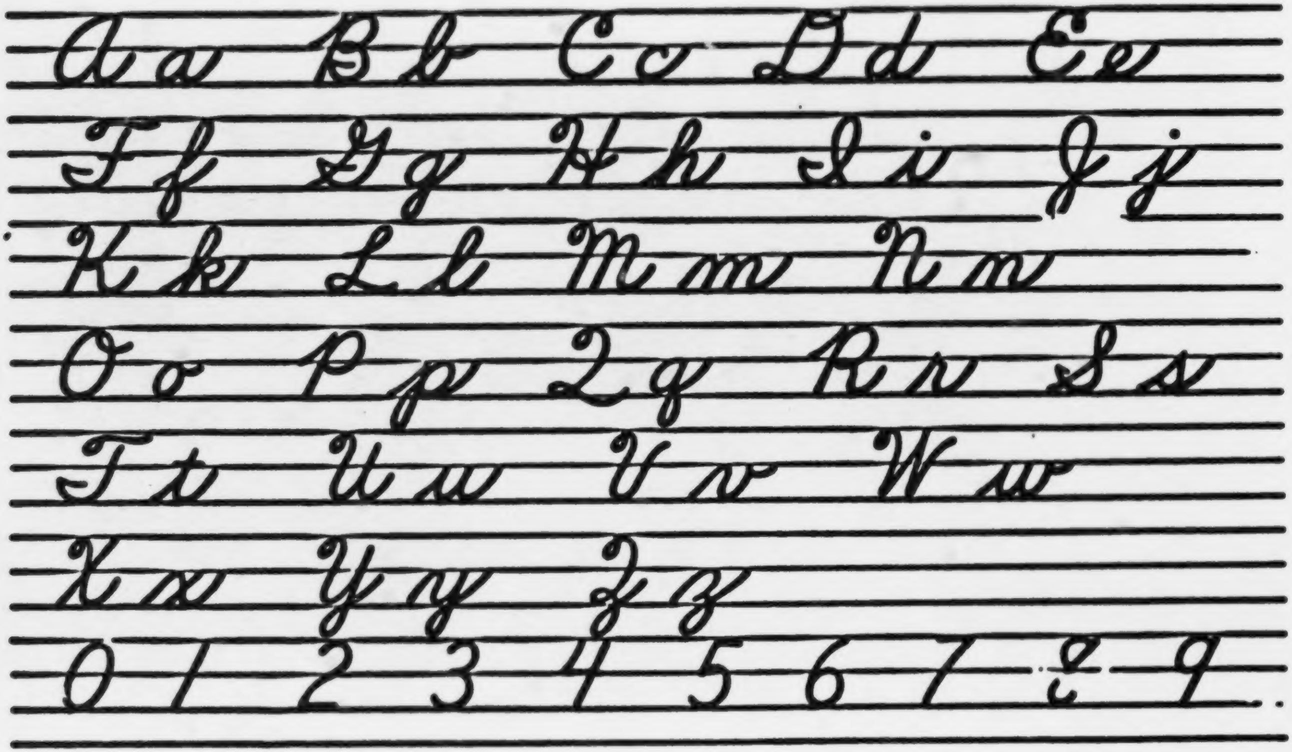
- Letter models shown should be written on lined paper or on a lined chalkboard.

- The teacher should begin to write in cursive on the chalkboard and on the students' papers as soon as the students are able to read cursive.

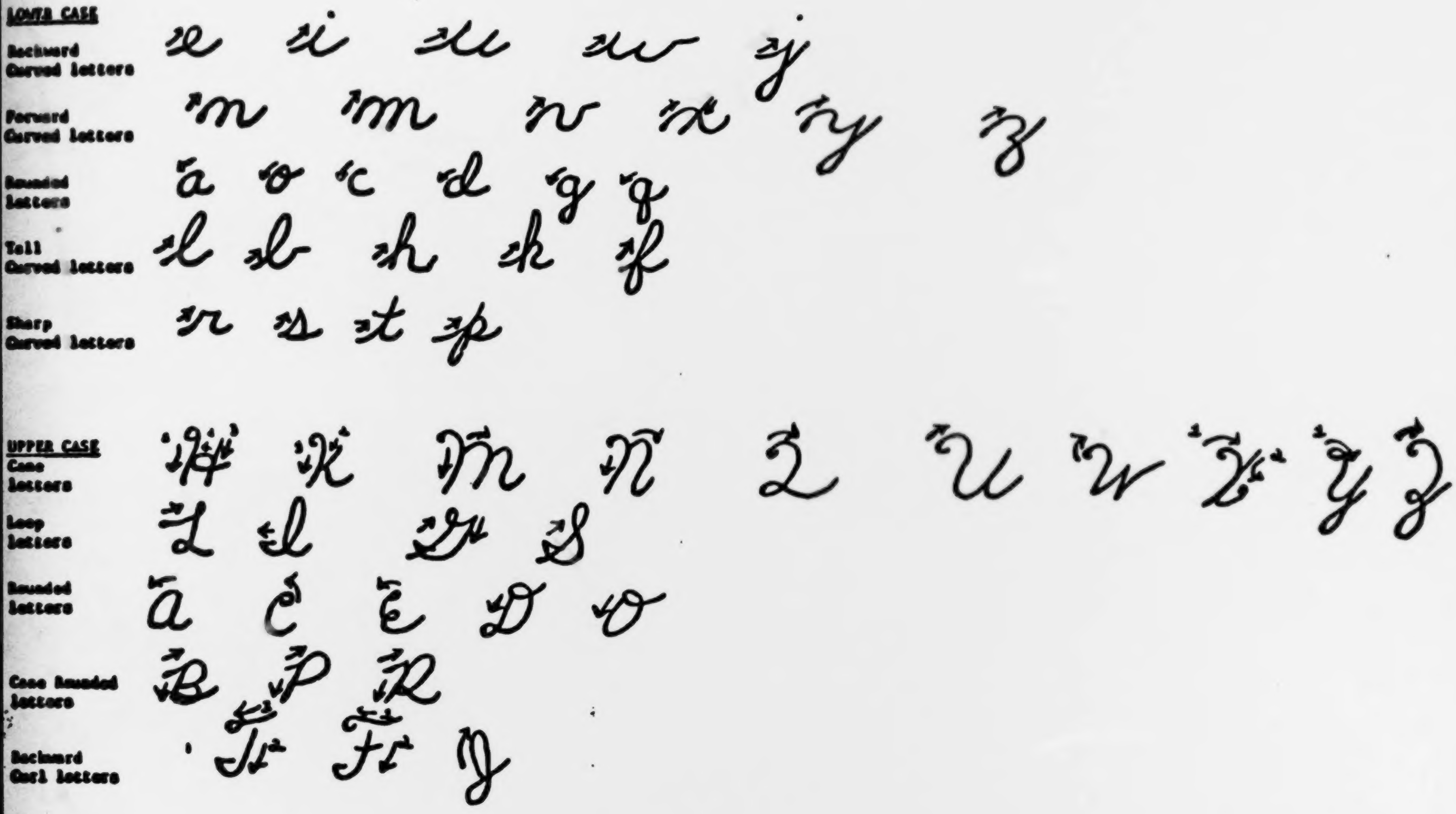
- Letters should be practiced in the context of words as soon as possible. Practice makes perfect, and pages of handwriting practice are not too many.

- Try having students copy the words to songs, chants, the Pledge of Allegiance, the INS Requirements, etc. in cursive.

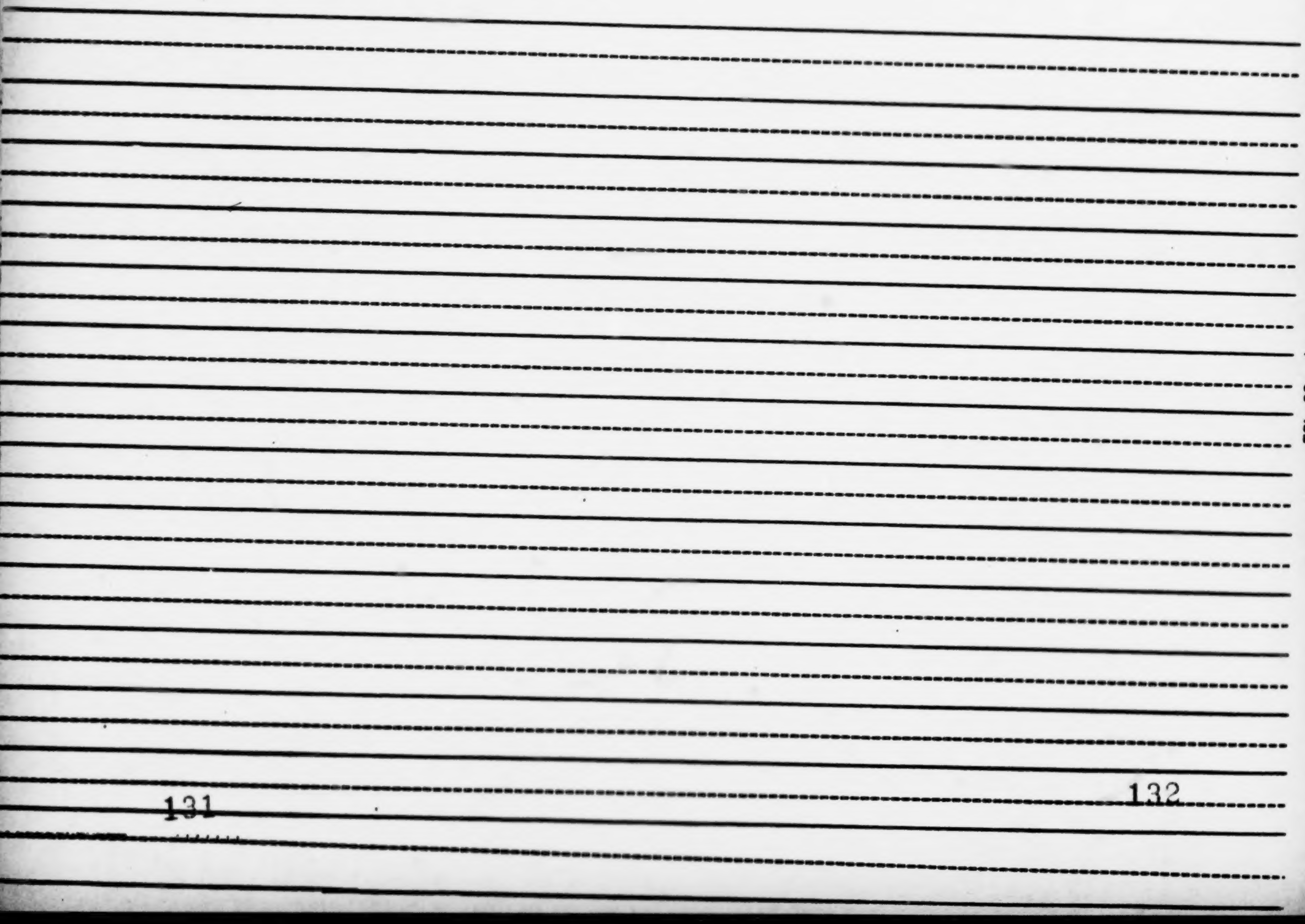
CURSIVE ALPHABET LETTERS



CURSIVE LETTER FAMILIES



ESL-92



ESL-93

Spanish Literacy

Las Vocales

A E I O U

ESL-94

Ponga Las Vocales Que Faltan.

A ____ I ____ U

Ponga Las Vocales Que Faltan.

___ E ___ O ___

ESL-96

Ponga Las Vocales En Orden.

O A E

U I

ESL-97

_____ _____ _____ _____ _____

Dibuja una Linea Conectando La Vocal Mayuscula Con La Misma Vocal Minuscula.

A	o
E	a
I	u
O	e
U	i

Escriba.

a a a a a a a a a a a

a

e e e e e e e e e e e

e

i i i i i i i i i i i

i

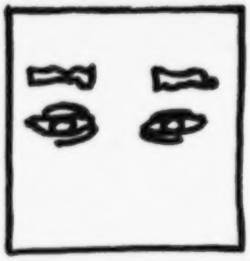
o o o o o o o o o o o

Palabras Que Empiezan Con las Vocales. Repitalas Despues Del Maestro. Copielas En los Renglones.

A ajo ____ ____

E elote ____ ____

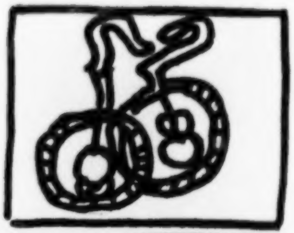
I iglesia ____ ____

O  ojos ____ ____

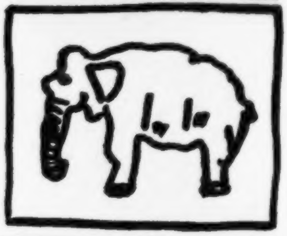
U uñas ____ ____

ESL-100

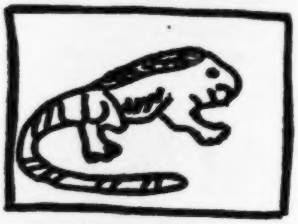
Escriba la vocal que falta.



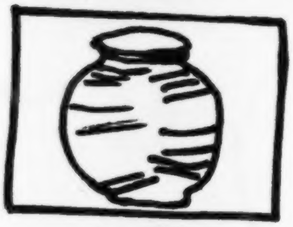
___retes



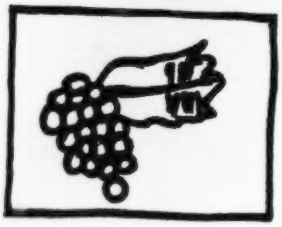
___lefante



___guana



___lla



___vas

Escriba.

A A A

E E E

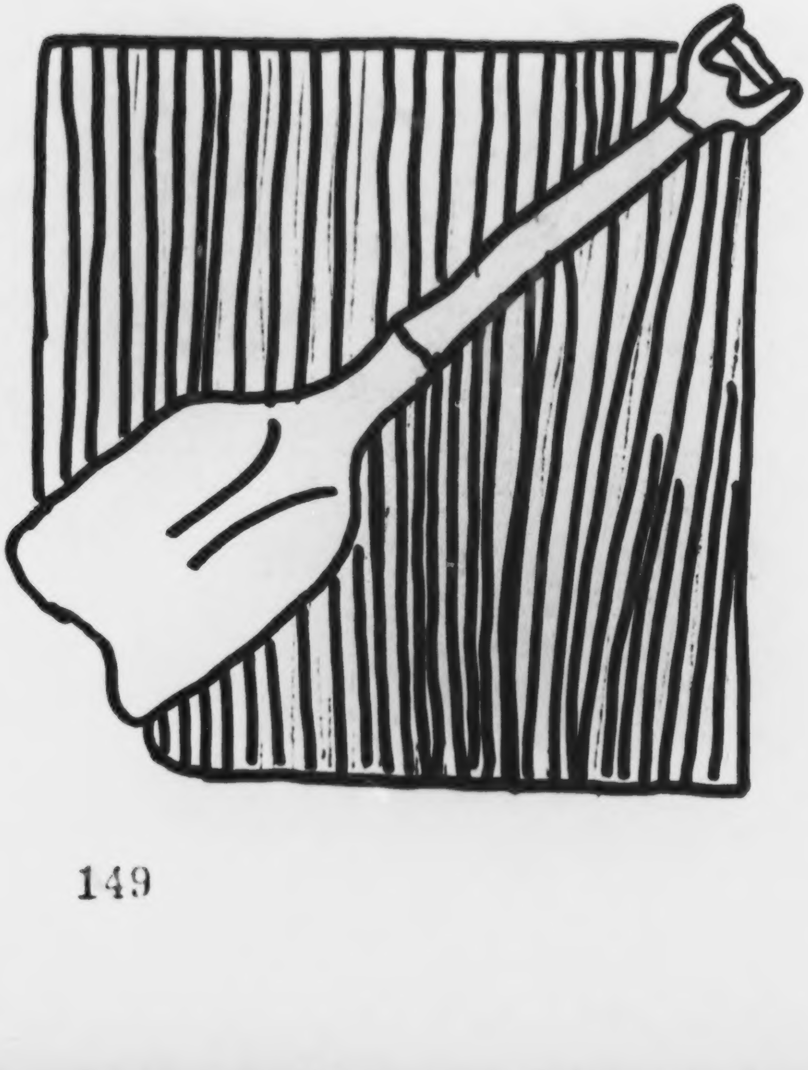
I I I

O O O

U U U

V V V

Q Q Q



149

Pala

ESL-103

Escriba.

o o o o o o o o o o o o

o

u u u u u u u u u u u u

u

a e i o u   a e i o u

a e i o u

p p p p p p p p p p p p

Lea Con Su Maestro.

pala

pa
pe
pi
po
pu

pa pe pi po pu

pa pi po pu pe

Copie Las Palabritas.

pa pa

pe pe

pi pi

po po

pu pu

la la

li li

Lea Con Su Maestro.

pala

pa la

la
le
li
lo
lu

la le li lo lu
la li lo lu le.

Escriba Las Palabritas.

la la

le le

li li

lo lo

lu lu

pu

pa

~~156~~

Lea Con Su Maestro.

pa	la
pe	le
pi	li
po	lo
pu	lu

pe lo	pelo
pa la	pala
pe la	pela
pi la	pila

Copie Las Palabras.

pelo pelo

palo palo

pelo pelo

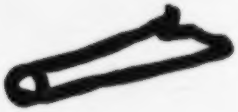
pela pela

pila pila

papa papa

pelo pelo

Completen Las Palabras.



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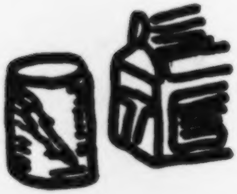

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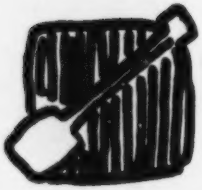

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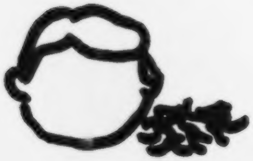

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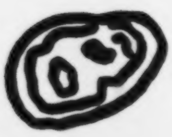


pa__

ESL - 111

"Una Semana DE Trabajo"

DOMINGO

LUNES

MARTES

ESL-112

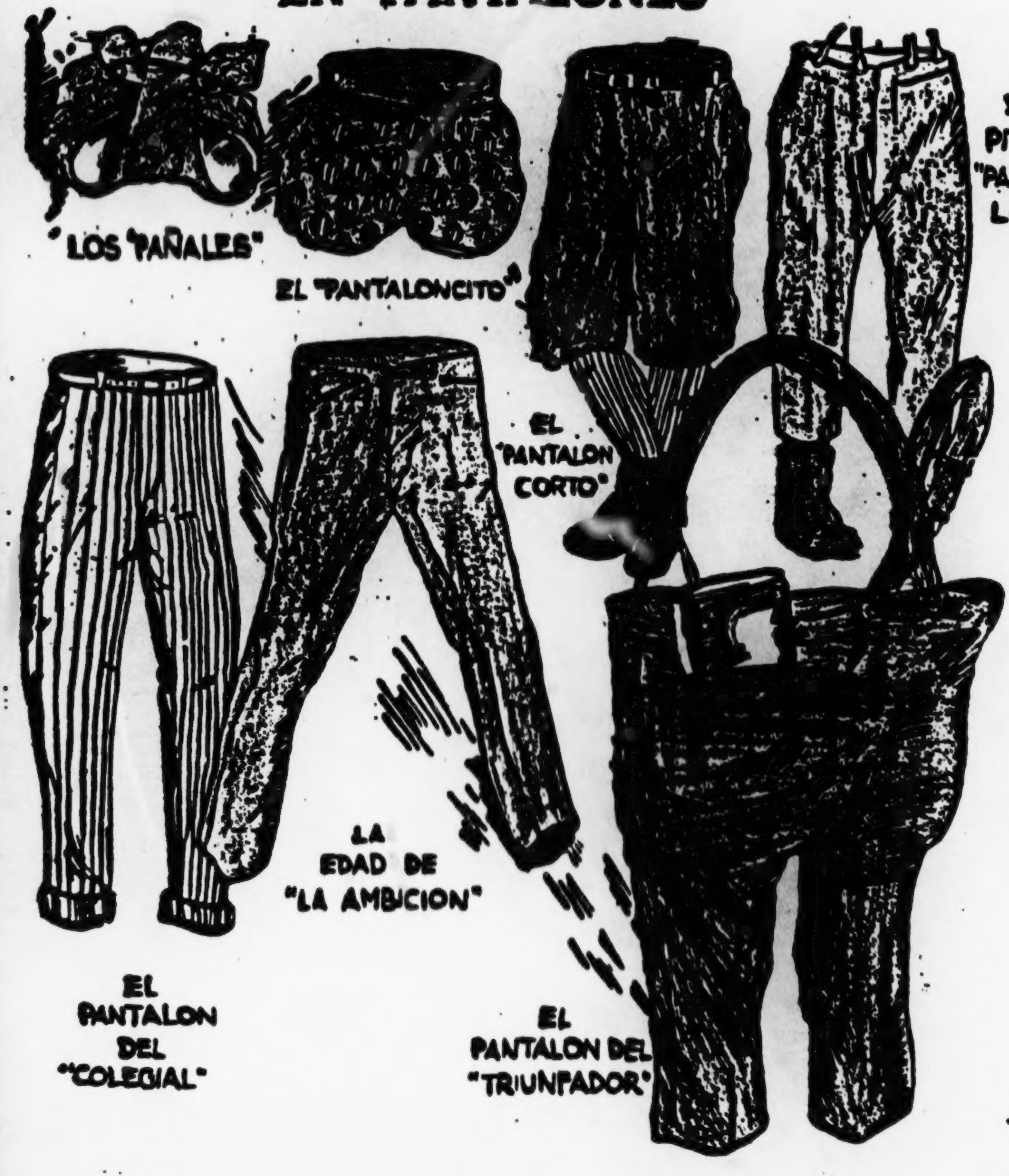
MIERCOLES

JUEVES

VIERNES

SABADO

LAS SIETE EDADES DEL HOMBRE
-EN PANTALONES-


LOS "PAÑALES"
EL "PANTALONCITO"
EL "PANTALON CORTO"
EL PRIMER "PANTALON LARGO"
EL PANTALON DEL "COLEGIAL"
LA EDAD DE "LA AMBICION"
EL PANTALON DEL "TRIUNFADOR"

LAS LEGUMBRES

La zanahoria

Ésta es la zanahoria.
La zanahoria es una legumbre.
La zanahoria es larga.
La zanahoria es anaranjada.
Nosotros comemos la zanahoria.
La zanahoria es buena para los niños.

¿QUIÉNES COMEN?

Yo como la zanahoria.
Usted come la zanahoria.
El conejo come la zanahoria.
Nosotros comemos la zanahoria.
Nosotras comemos la zanahoria.
Ustedes comen la zanahoria.
Los conejos comen la zanahoria.

[13]

Wills, Élida (1946). Dictando, Hablando, Y Leyendo. USA: Banks Upshaw and Company.

El pepino

Éste es el pepino.
El pepino es una legumbre.
El pepino es largo.
El pepino es verde.
Nosotros comemos el pepino.
El pepino es bueno para los niños.

¿QUIÉNES COMEN?

Yo como el pepino.
Usted come el pepino.
El conejo come el pepino.
Nosotros comemos el pepino.
Nosotras comemos el pepino.
Ustedes comen el pepino.
Los conejos comen el pepino.

ESL-115

El apio

Éste es el apio.
El apio es una legumbre.
El apio es largo.
El apio es blanco y verde.
Nosotros comemos el apio.
El apio es bueno para los niños.

¿QUIÉNES COMEN?

Yo como el apio.
Usted come el apio.
Lucía come el apio.
Nosotros comemos el apio.
Nosotras comemos el apio.
Papá y mamá comen el apio.

ESL-116

Diciendo, Haciendo, y Leyendo

La cebolla

Ésta es la cebolla.
La cebolla es una legumbre.
La cebolla es redonda.
La cebolla es blanca.
Nosotros comemos la cebolla.
La cebolla es buena para los niños.

¿QUIÉNES COMEN?

Yo como la cebolla.
Usted come la cebolla.
Manuel come le cebolla.
Nosotros comemos la cebolla.
Nosotras comemos la cebolla.
Ustedes comen la cebolla.
Los niños comen la cebolla.
Ellos comen la cebolla.
Ellas comen la cebolla.

Las legumbres

Actividades con legumbres de cartón

Diga usted el cuento de la zanahoria.
Yo digo el cuento de la zanahoria.

"Ésta es la zanahoria.
La zanahoria es una legumbre.
La zanahoria es larga.
La zanahoria es anaranjada.
Nosotros comemos la zanahoria.
La zanahoria es buena para los niños."

Diga usted el cuento del pepino.
Diga usted el cuento del apio.

Diga usted el cuento de la cebolla.
Yo digo el cuento de la cebolla.

"Ésta es la cebolla.
La cebolla es una legumbre.
La cebolla es redonda.
La cebolla es blanca.
Nosotros comemos la cebolla.
La cebolla es buena para los niños."

Frijoles Refritos
Negros

Maggi

PREPARACION: Vierta el contenido en una cacerola y caliente a fuego lento durante 5 MINUTOS, moviendo de vez en cuando. SIRVA ENSEGUIDA.
INGREDIENTES: Frijol negro, manteca de cerdo, cebolla y sal yodatada.

Chiles Rellenos de Frijoles

12 chiles poblanos ya asados, pelados y desvenados, póngalos a hervir en 2 tazas de vinagre durante 5 minutos (no tire el caldillo de vinagre). Escurra cada chile y rellénelo con Frijoles Refritos negros Maggi. Una lata de frijoles Maggi es suficiente para 12 chiles. Cubra un platón con las hojas ya lavadas de una lechuga, acomode los chiles encima y rocíelos con el sobrante del vinagre. Adorne con rebanadas de queso Oaxaca y de jitomate. (6 porciones)

Hecho en México.
Elaborado por COMPAÑIA NESTLE, S.A. Toluca, Edo. de México.
Marcas Registradas por MAGGI, S.A. Kemptal, Suiza.

Reg. S.S.A. No. 103508 "A"

Contenido Neto 440 g.

NOTICIERO 48

6:00 P.M.

Luis Rodriguez Guillermo Restrepo Gloria Padilla

LUNES A VIERNES

SU HORA DE INFORMACION

MAS COMPLETA

Jorge Gestoso Maria Elvira Salazar

NOTICIERO

TELEMUNDO/CNN

6:30 P.M.

Vea La Gran Diferencia

48
KTMD
TELEMUNDO
HOUSTON/GALVESTON

La voz de Houston

MONEY SAVING COUPONS the Sunflower Group

Ahorre
$1.00
Cuando usted compre Cuatro de 16 onzas o Uno de Cualquier Tamaño Mas Grande

$1^{00}

83271

PROCTER & GAMBLE

48
KTMD
TELEMUNDO
HOUSTON/GALVESTON

ESL-118

"Eres tú"

Juan Carlos Calderon

Como una promesa, eres tú, eres tú;
Como una mañana de verano;
Como una sonrisa, eres tú, eres tú;
Así, así, eres tú.

Como mi esperanza, eres tú, eres tú;
Como lluvia fresca en mis manos;
Como fuerte brisa, eres tú, eres tú;
Así, así, eres tú.

(refrán)
Eres tú como el agua de mi fuente.
Eres tu el fuego de mi hogar.
Eres tú como el fuego de mi hoguera.
Eres tú el trigo de mi pan.

(descante)
Algo así eres tú,
Algo así como el fuego de mi hoguera,
Algo así eres tú,
Mi vida algo así eres tú.

Como mi poema, eres tú, eres tú;
Como una guitarra en la noche;
Todo mi horizonte, eres tú, eres tú;
Así, así, eres tú.

(refrán)

Himno A La Alegría

(Basado en el ultimo movimiento de la
9a. Sinfonia de Beethoven)

Escucha hermano la cancion de la alegría
El canto alegre del que espera un nuevo dia

Ven, canten, sueña cantando
Vive, soñando el nuevo sol
En que los hombres volveran a ser hermanos

-coro-

Cierto caminos solo existe la tristeza
Y el llanto amargo de la soledad completa

-coro-

Si es que no encuentras alegría en esta tierra
Busca hermano, más allá de las estrellas

-coro-

(El último verso otra vez.)

Cielito Lindo

De la sierra morena cielito lindo
vienen bajando, un par de ojitos negros
cielito lindo de contrabando.

Ay, ay, ay, ay, canta y no llores
porque cantando se alegra cielito lindo
los corazones.

Me gustan todas

Me gustan todas, me gustan todas
me gustan todas en general.
Pero esa rubia, pero esa rubia,
pero esa rubia me gusta más.
Nosotros andamos siempres
dentro de la luz del sol, ojos
entonces brillan, su sonrisa
de oro es.

La cucaracha

La vecina de ahí enfrente
me mató mi gallo blanco
porque se estaba comiendo
las semillas del cilantro.

La cucaracha, la cucaracha
ya no puede caminar
porque no tiene, porque le falta
una pata para andar.

Cumpleanos feliz

Cumpleaños feliz, te deseamos a tí
cumpleaños feliz, cumpleaños feliz.

Que cumplas años todos los días
que tengas mucha felicidad.
Cumpleanos feliz, te deseamos a tí
Cumpleanos feliz, te deseamos a tí.

Feliz cumpleanos

Feliz, feliz cumpleaños
deseamos para tí, que Dios omnipotente
te quiera bendecir,
feliz, feliz cumpleaños, de Dios felicidad
que tengas en la vida y allá en la eternidad.

Cucurrucucu Paloma
(Tomás Mendez)

Dicen que por las noches no más se le iba
en puro llorar,
Dicen que no comia, no más se le iba
en puro tomar
Juran que el mismo cielo se estremecía
al oír su llanto;
cómo sufrió por ella que hasta en su muerte
la fué llamando

¡Ay, ay, ay, ay, ay, cantaba!
Ay, ay, ay, ay, ay, gemía !
¡Ay, ay, ay, ay, ay, cantaba!
De pasión mortal, moría !

Que una paloma triste muy de mañana
le va a cantar,
A la casita sola con las puertitas
de par en par;
Juran que esa paloma no es otra cosa más
que su alma,
Que todavía la espera a que regrese la
desdichada.

¡Cu-cu-rru-cu-cu, Paloma!
¡Cu-cu-rru-cu-cu, no llores!
¡Las piedras jamas, Paloma,
¡Que van a saber de amores!

¡Cu-cu-rru-cu-cu!
¡Cu-cu-rru-cu-cu!
¡Cu-cu-rru-cu-cu, Paloma!

I. Escriban Uds. con numeros.

1. dieciocho dolares y ventidos centavos

____

2. siete dolares y treinta y ocho centavos.

____

3. Cuarenta y tres dolares y sesenta y dos centavos

____

4. diez dolares y ochenta y dos centavos

____

5. noventa y nueve dolares y noventa y nueve centavos.

____

6. ochenta y cuatro dolares y setenta y seis centavos

____

7. ocho dolares y diez centavos

____

8. un dolar y treinta y cuatro centavos

____

9. cien dolares

____

10. quince dolares y tres centavos

____

Werner, David (1984).
Donde No Hay Doctor. United States: La Fundación Hesperian.

CATARRO O RESFRIADO Y GRIPA (GRIPE)

El catarro y la gripa son infecciones comunes causadas por virus. Pueden provocar escurrimiento de la nariz, tos, dolor de garganta, y a veces calentura (fiebre) o dolor de las coyunturas. Puede haber diarrea leve ('gripe intestinal'), especialmente en niños chiquitos.

El catarro y la gripa casi siempre se alivian solos, sin medicina. No use penicilina, tetraciclina u otros antibióticos, ya que no hacen ningún provecho y pueden hacer daño.

Tratamiento:

- Tome mucha agua y descanse.
- Calmantes como aspirina o acetaminofén (pág. 371 y 372) ayudan a bajar la calentura y calmar el dolor de cabeza y cuerpo. Las pastillas especiales para el catarro (como *Desenfriol, Contac,* etc.) son más costosas y no hacen más provecho que la aspirina sola. No vale la pena gastar el dinero en esas medicinas.
- No hay que cuidar dieta. Los jugos, especialmente de naranja y limón, hacen provecho.

Para tratar el constipado y la tos, vea las siguientes páginas.

Si el catarro o la gripa dura más de 8 días, o si hay calentura, tos con mucha flema, respiración rápida y corta, o dolor de pecho, debe sospechar bronquitis o pulmonía (vea pág. 170 y 171). Posiblemente se necesita un antibiótico. Hay más peligro de pulmonía en los ancianos y en personas ya enfermas de los pulmones.

Con catarro muchas veces hay dolor de garganta. No se necesita medicina especial, pero puede ayudar hacer 'buches' o gárgaras de agua tibia con poquita sal. Pero si el dolor de garganta pega de repente, con calentura alta, puede ser una infección causada por la bacteria *estreptococo.* Esto requiere tratamiento especial (vea pág. 310).

Prevención:

- El comer y dormir bien ayuda a evitar el catarro. También hace provecho comer naranjas, tomates, guayabas y otras frutas que contienen vitamina C.
- Mucha gente cree que el catarro resulta por mojarse o enfriarse, pero no es cierto. El catarro se transmite cuando el enfermo estornuda y otra persona respira los virus que vuelan por el aire.
- Para no infectar a los demás, el enfermo debe comer y dormir aparte—y tener cuidado de no acercarse a los niños chiquitos. Debe taparse la nariz y boca al toser o estornudar.
- Para evitar que le dé mal de oído cuando tiene catarro, no debe soplar las narices con fuerza—solamente limpiarlas. Enseñe a los niños a hacer lo mismo.

Reference:
Werner, David (1984).
Donde No Hay Doctor. United States: La Fundación Hesperian.

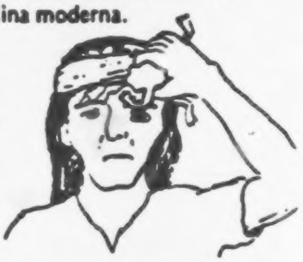
DOLOR DE CABEZA Y JAQUECA

DOLOR DE CABEZA SENCILLO se puede calmar con el descanso y con calmantes como aspirina o *Mejoral.* A veces hace provecho poner lienzos de agua caliente en la nuca y sobar la nuca, hombros y espalda. Otros remedios caseros a veces ayudan también.

El dolor de cabeza es común con cualquier enfermedad que trae calentura (fiebre). Si es muy fuerte el dolor, busque señas de meningitis (pág. 185). Para el dolor de cabeza que viene con catarro o sinusitis, vea las páginas siguientes.

Un dolor de cabeza que da con gran frecuencia puede indicar una enfermedad crónica (duradera) o mala alimentación. Es importante comer bien y no desvelarse. También hay muchas otras causas de dolor de cabeza, unas leves y otras peligrosas. Si los dolores siguen, busque ayuda médica.

Para el dolor de cabeza sencillo, a veces los remedios caseros pueden hacer tanto provecho como la medicina moderna.

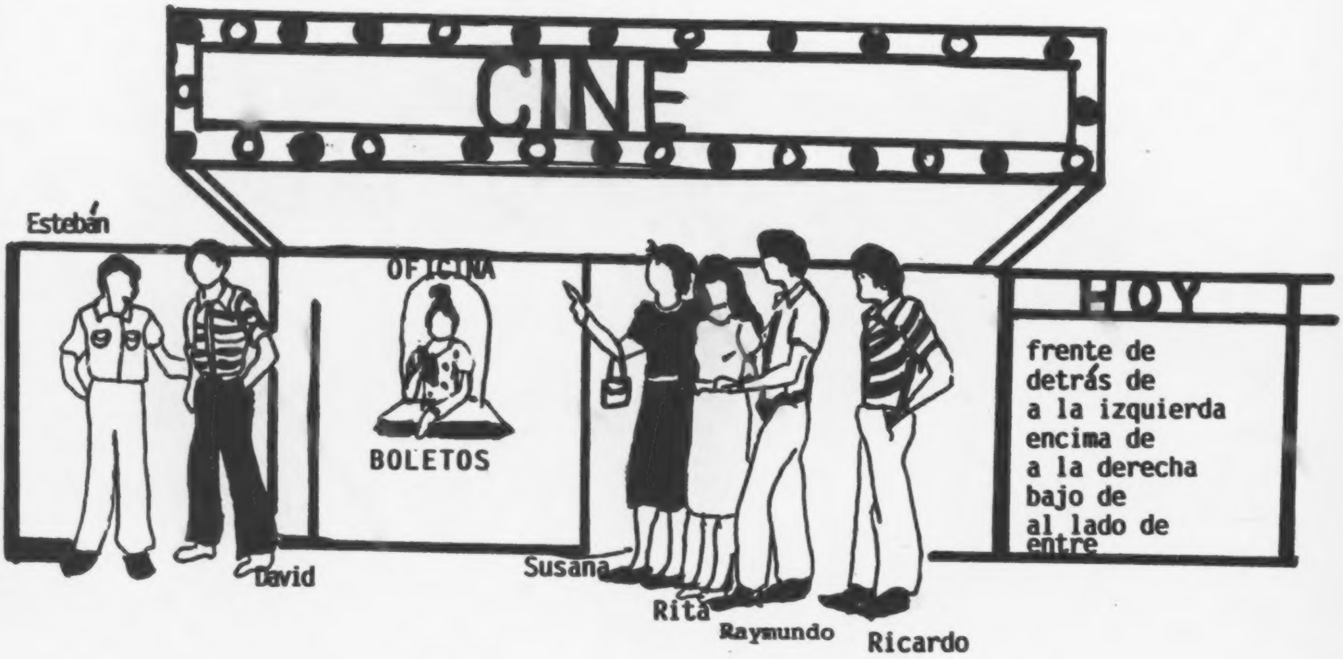


JAQUECA O MIGRAÑA es un dolor de cabeza muy agudo que por lo genera pega de un solo lado. Puede dar seguido o muy a la larga.

Al empezar un ataque típico de jaqueca, se empaña la vista o la persona ve chispas de luz. A veces le hormiguea la mano o pie del lado contrario de la jaquec Luego pega un dolor de cabeza muy fuerte, que puede durar horas o días. Mucha veces produce vómitos. Las jaquecas son muy molestas, pero no son peligrosas.

PARA EVITAR QUE LA JAQUECA DÉ FUERTE, A LA PRIMERA SEÑA

- Tome 2 aspirinas juntas con una taza de café muy fuerte o té negro.
- Acuéstese en un cuarto oscuro, sin ruido. Trate de calmarse y no pensar en sus problemas.
- Para las jaquecas muy tercas, consiga pastillas de ergotamina con cafeína *(Cafergot,* pág. 372). Tome 2 pastillas a las primeras señas y 1 pastilla más cada 30 minutos hasta que se quite el dolor. No tome más de 6 en un día.

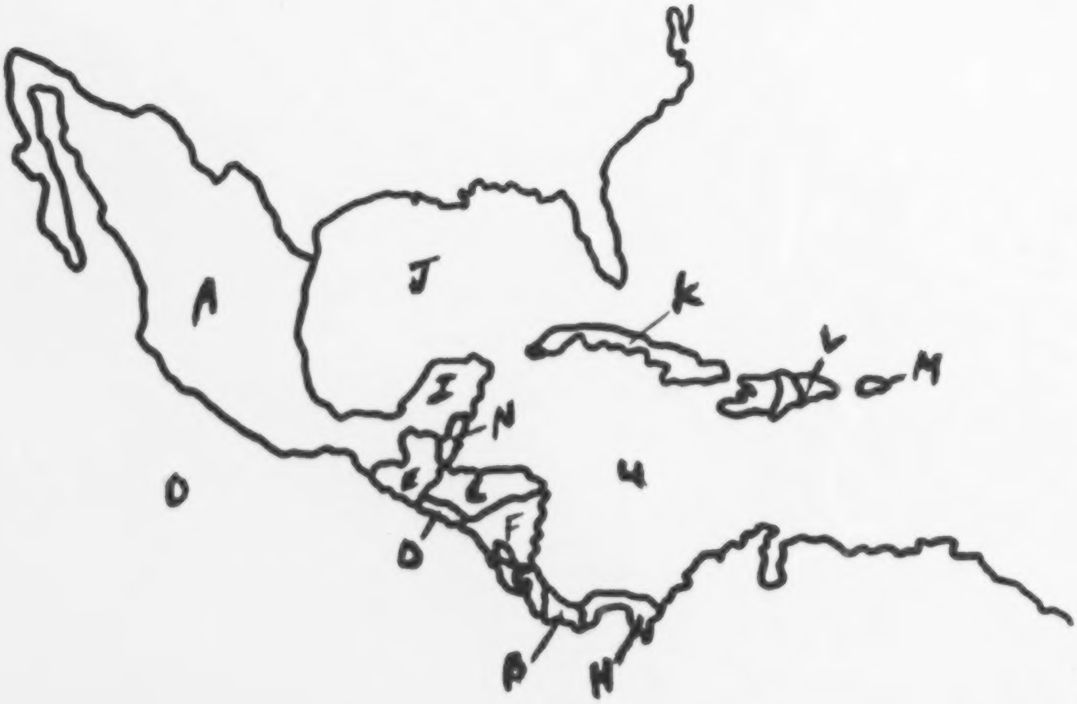


I. Contesten las preguntas.

1. ¿Dónde está David? David está al lado de Estebán.
2. ¿Está Ricardo frente de Raymundo? ______________________.
3. ¿Dónde está Rita? ______________________.
4. ¿Está Susana al lado de Estebán? ______________________.
5. ¿Está la gente detrás del teatro? ______________________.
6. ¿Está la gente encima del teatro? ______________________.
7. ¿Quién está al lado de Esteban? ______________________.
8. ¿Quién está entre Susana y Raymundo? ______________________.
9. ¿Qué está detrás de la gente? ______________________.

Put the correct letter by the country's name.

1. ______ Puerto Rico
2. ______ Guatemala
3. ______ Panamá
4. ______ Cuba
5. ______ Nicaragua
6. ______ Golfo de México
7. ______ Peninsula de Yucatán
8. ______ República Dominicana
9. ______ México
10. ______ Mar Caribe
11. ______ El Salvador
12. ______ Canal de Panamá
13. ______ Océano Pacífico
14. ______ Costa Rica
15. ______ Honduras
16. ______ Belize



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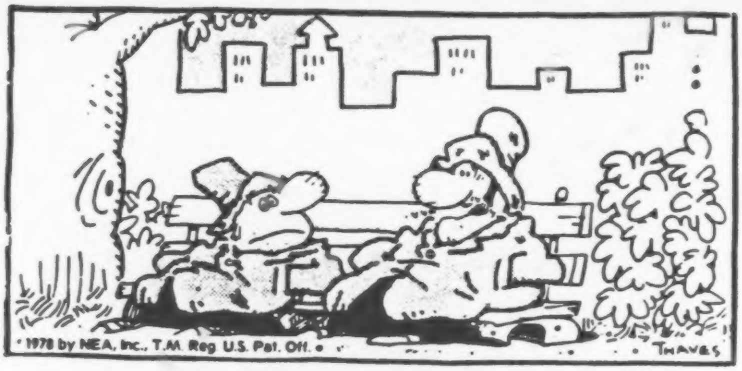
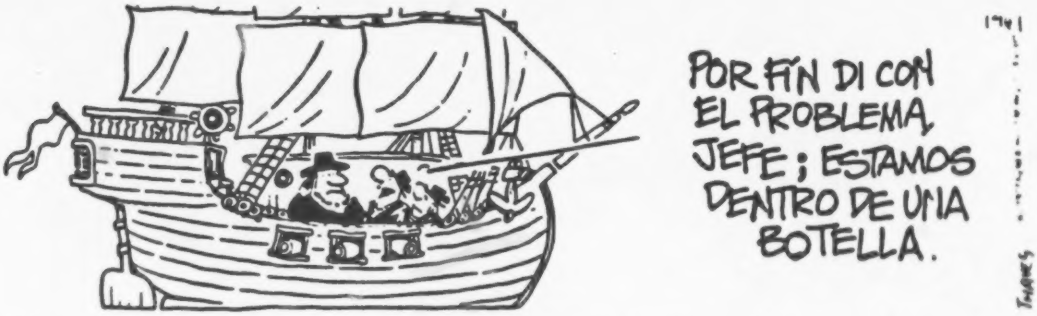
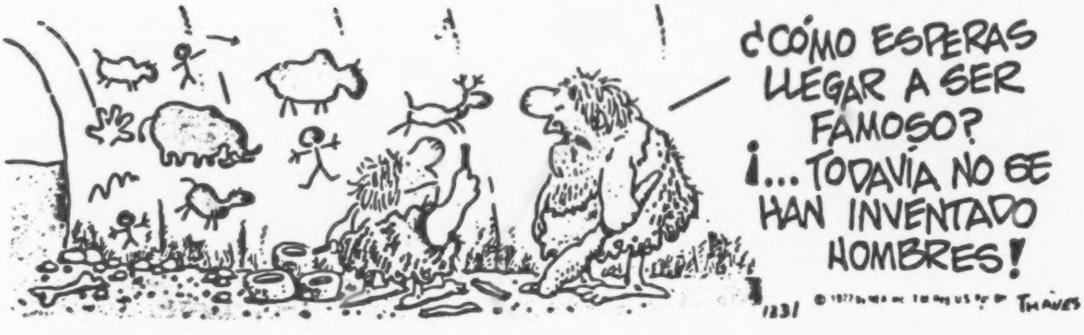

©1978 by NEA, Inc., T.M. Reg U.S. Pat. Off.
THAVES

The Miami Herald

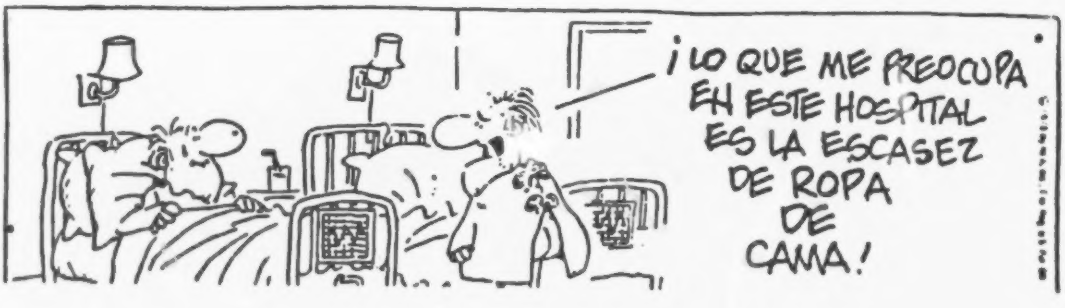

1941
POR FIN DI CON EL PROBLEMA, JEFE; ESTAMOS DENTRO DE UNA BOTELLA.
THAVES

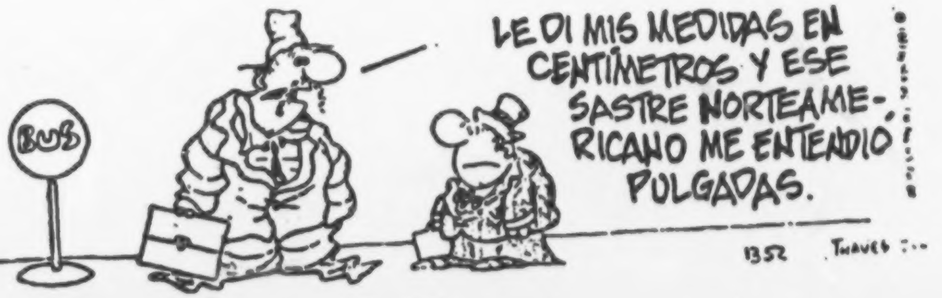
24. Veinticuatro

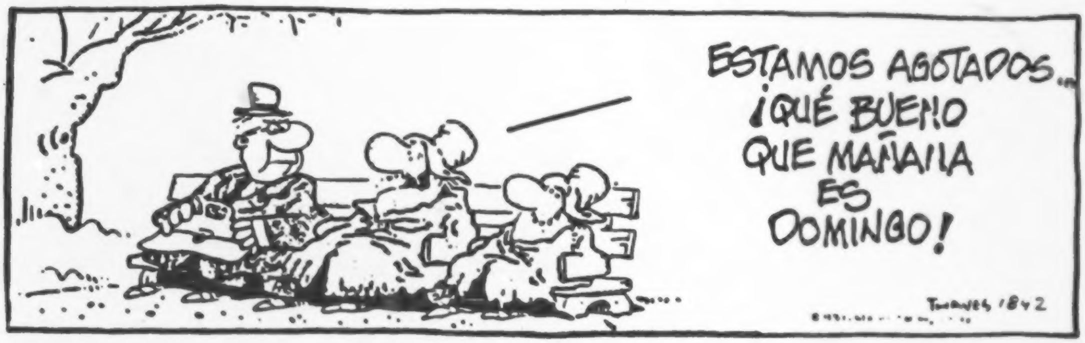
I finally found the problem, Chief. We're inside a bottle.


¿CÓMO ESPERAS LLEGAR A SER FAMOSO? ¡... TODAVIA NO SE HAN INVENTADO HOMBRES!
1231
THAVES

10. Diez

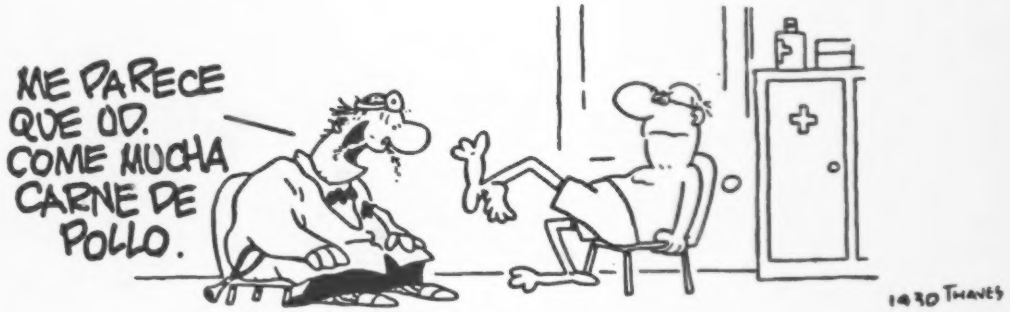

¡LO QUE ME PREOCUPA EN ESTE HOSPITAL ES LA ESCASEZ DE ROPA DE CAMA!

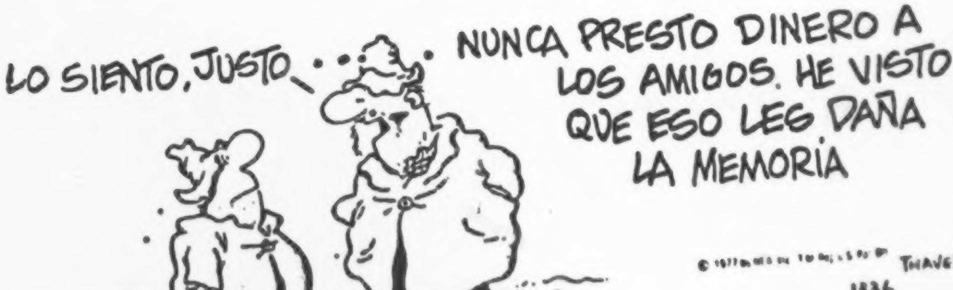

BUS
LE DI MIS MEDIDAS EN CENTIMETROS Y ESE SASTRE NORTEAMERICANO ME ENTENDIO PULGADAS.
1352
THAVES

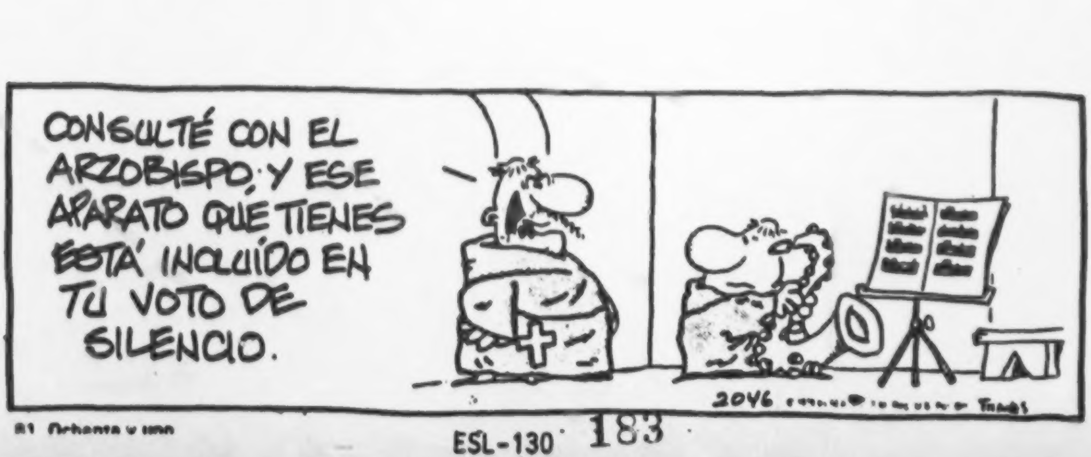

ESTAMOS AGOTADOS... ¡QUÉ BUENO QUE MAÑANA ES DOMINGO!
THAVES 1842

25. Veinticinco

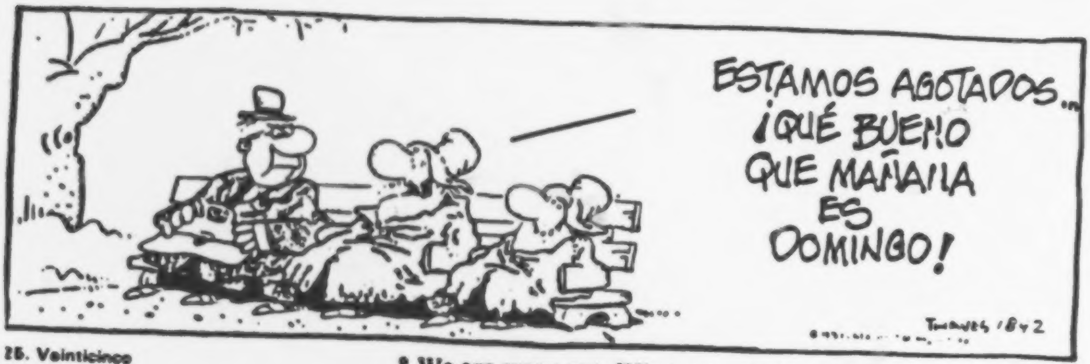
* We are worn out. What a good thing that tomorrow is Sunday!


ME PARECE QUE UD. COME MUCHA CARNE DE POLLO.
1430 THAVES


LO SIENTO, JUSTO... NUNCA PRESTO DINERO A LOS AMIGOS. HE VISTO QUE ESO LES DAÑA LA MEMORIA
THAVES
1336

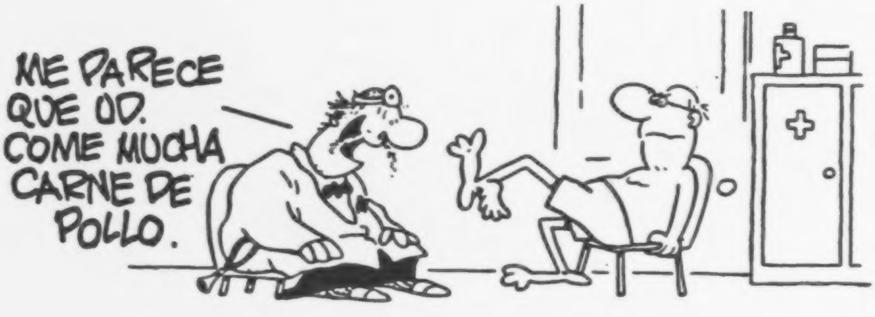

CONSULTÉ CON EL ARZOBISPO, Y ESE APARATO QUE TIENES ESTÁ INCLUIDO EN TU VOTO DE SILENCIO.
2046 THAVES

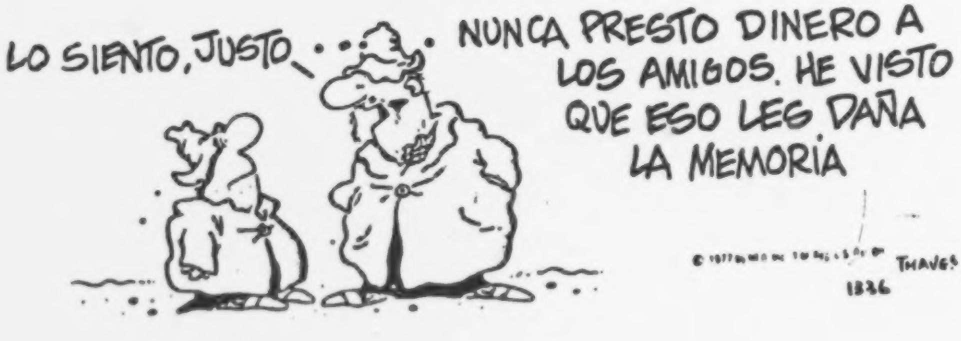
81 Ochenta y uno

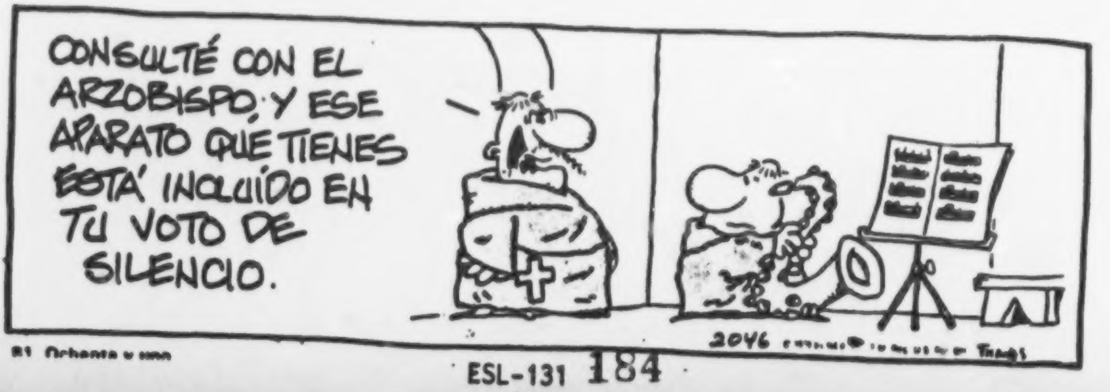

ESTAMOS AGOTADOS... ¡QUÉ BUENO QUE MAÑANA ES DOMINGO!
THAVES 1842

25. Veinticinco

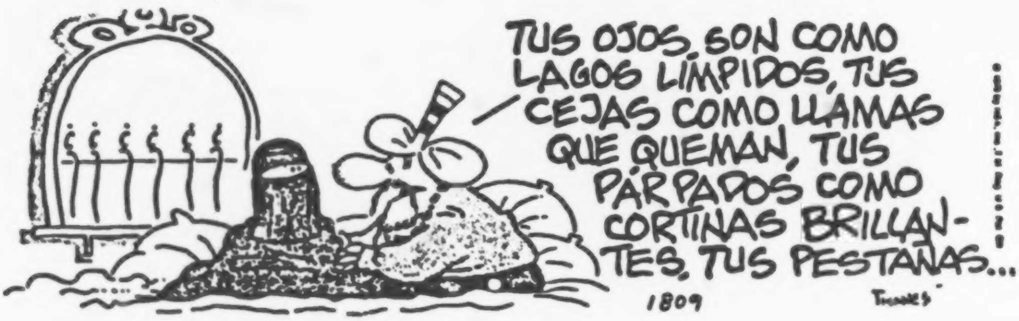
* We are worn out. What a good thing that tomorrow is Sunday!

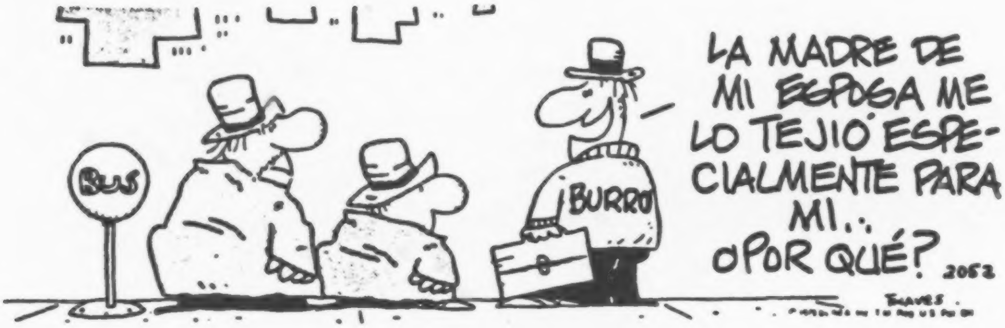

ME PARECE QUE UD. COME MUCHA CARNE DE POLLO.
1430 THAVES

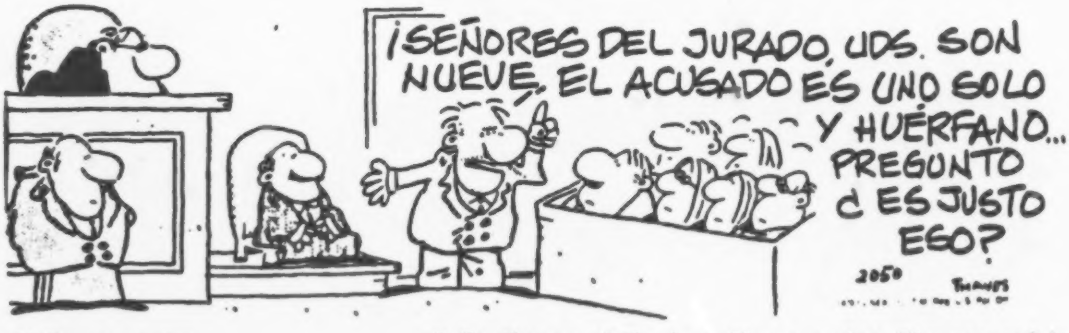

LO SIENTO, JUSTO... NUNCA PRESTO DINERO A LOS AMIGOS. HE VISTO QUE ESO LES DAÑA LA MEMORIA
THAVES
1836


CONSULTÉ CON EL ARZOBISPO, Y ESE APARATO QUE TIENES ESTÁ INCLUIDO EN TU VOTO DE SILENCIO.
2046 THAVES

81 Ochenta y uno

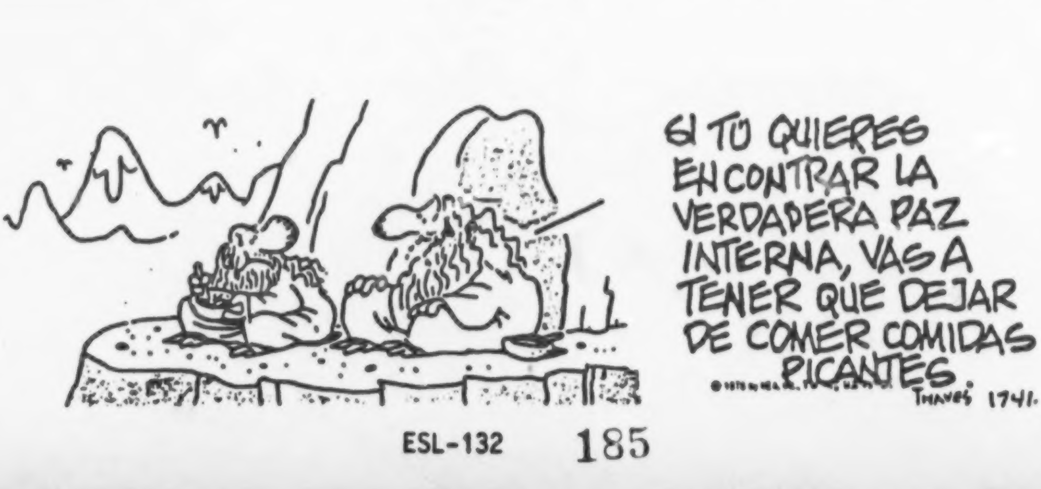

TUS OJOS SON COMO LAGOS LIMPIDOS, TUS CEJAS COMO LLAMAS QUE QUEMAN, TUS PÁRPADOS COMO CORTINAS BRILLANTES, TUS PESTAÑAS...
1809
THAVES

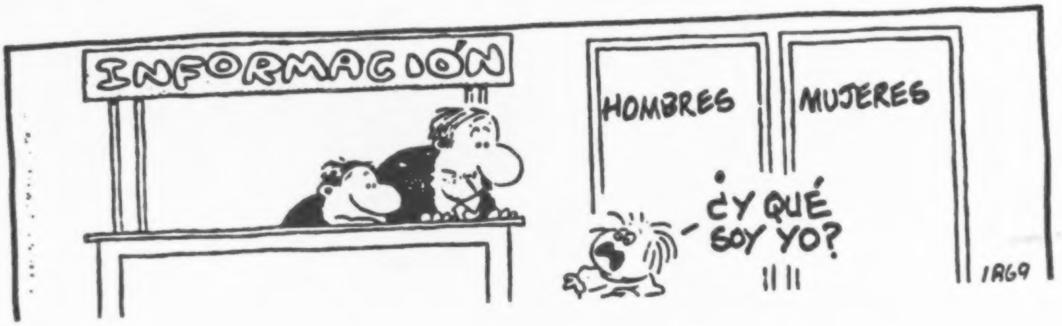

BUS
BURRO
LA MADRE DE MI ESPOSA ME LO TEJIÓ ESPECIALMENTE PARA MI... ¿POR QUÉ?
2052
THAVES

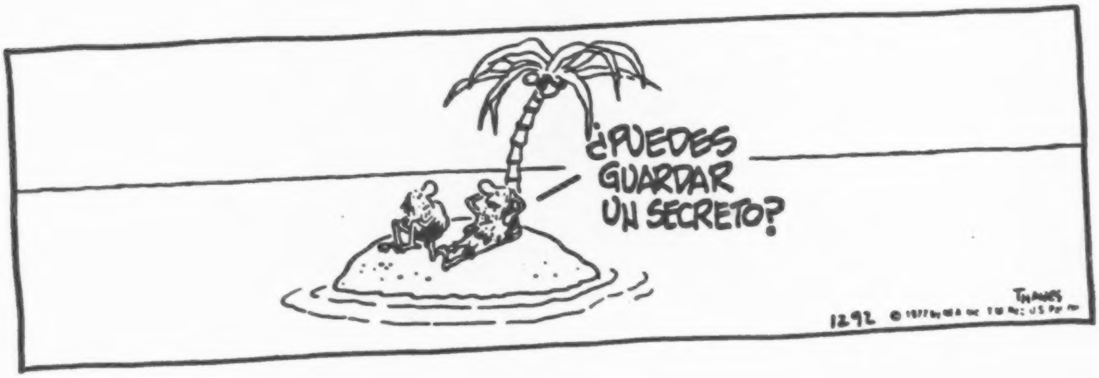

¡SEÑORES DEL JURADO, UDS. SON NUEVE, EL ACUSADO ES UNO SOLO Y HUÉRFANO... PREGUNTO ¿ES JUSTO ESO?
2050
THAVES

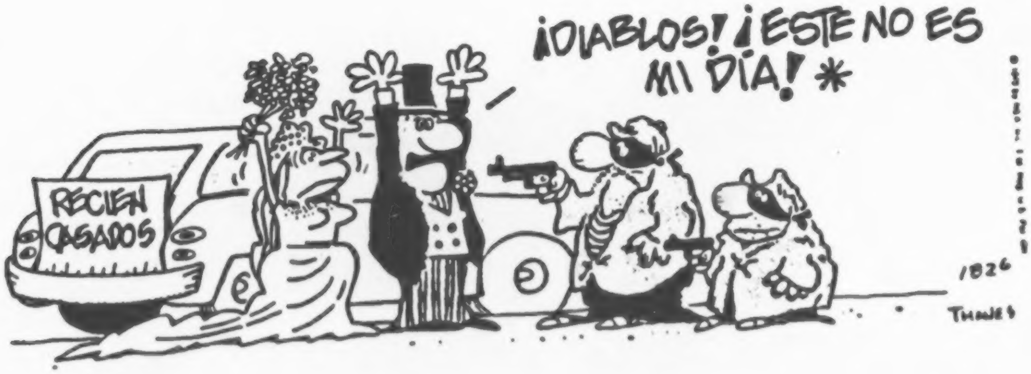
64. Sesenta y cuatro

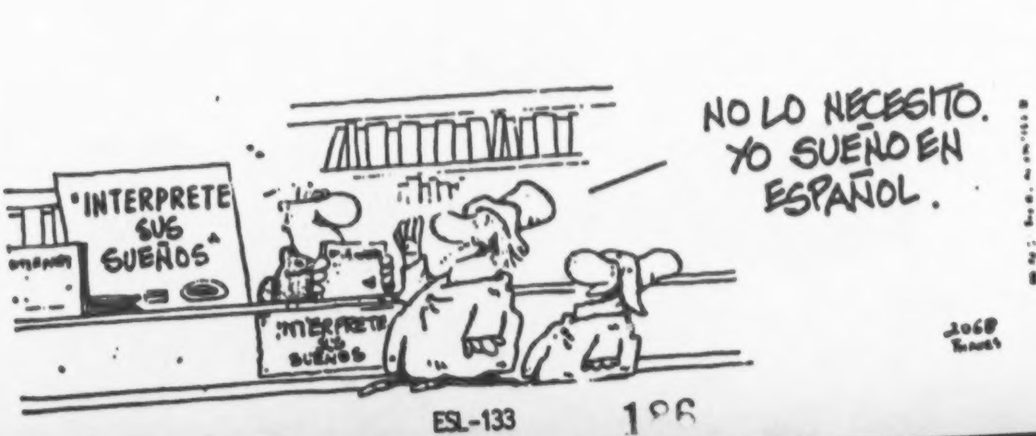
* Gentlemen of the jury. You are nine. The accused is

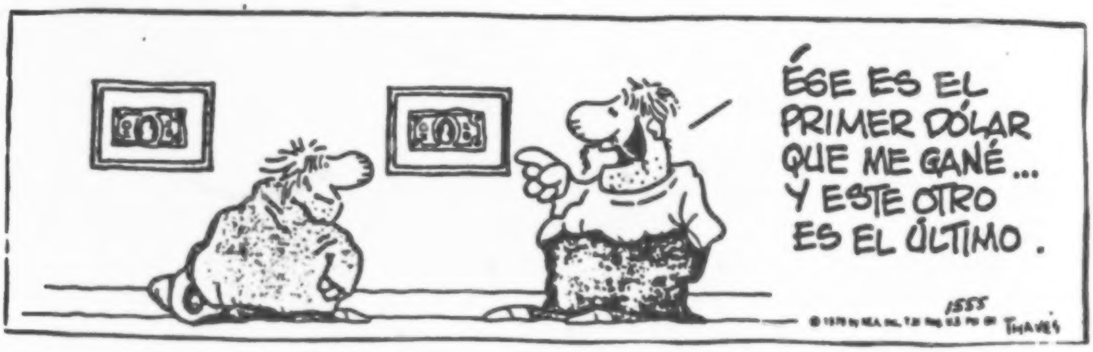

SI TÚ QUIERES ENCONTRAR LA VERDADERA PAZ INTERNA, VAS A TENER QUE DEJAR DE COMER COMIDAS PICANTES.
THAVES 1741.

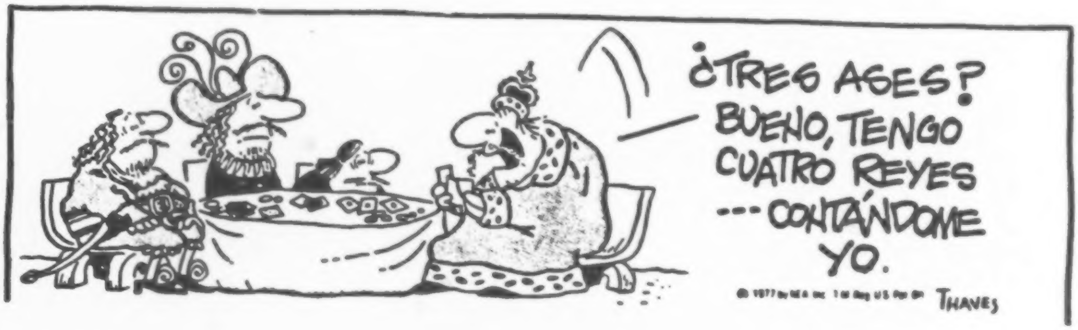

INFORMACIÓN
HOMBRES
MUJERES
¿Y QUÉ SOY YO?
1869

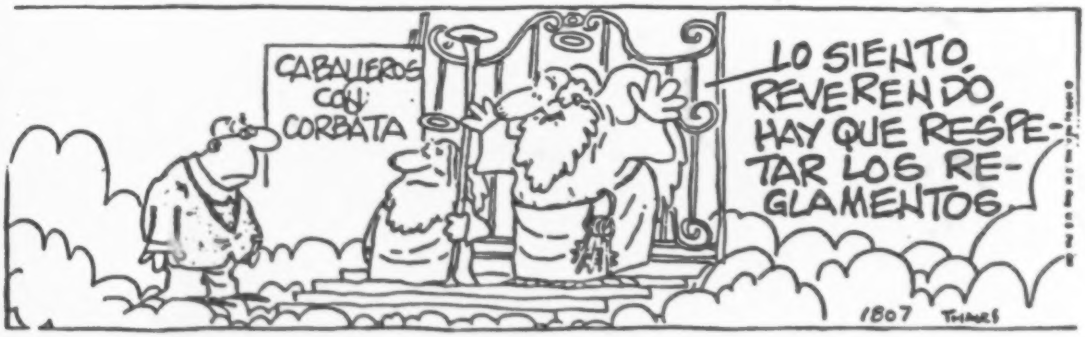

¿PUEDES GUARDAR UN SECRETO?
THAVES
1292

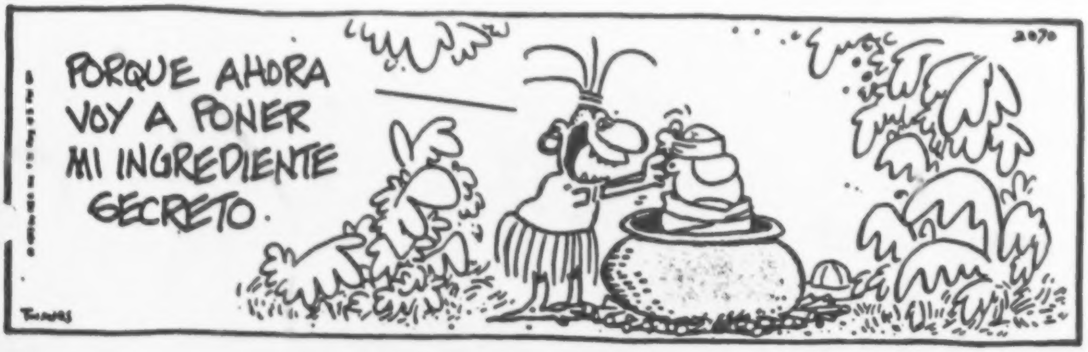

¡DIABLOS! ¡ESTE NO ES MI DÍA! *
RECIEN CASADOS
1826
THAVES

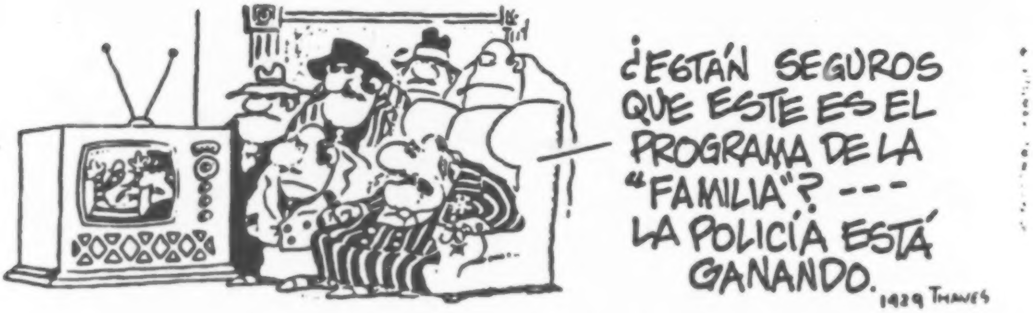

"INTERPRETE SUS SUEÑOS"
NO LO NECESITO. YO SUEÑO EN ESPAÑOL.
INTERPRETE SUS SUEÑOS
2068
THAVES


ÉSE ES EL PRIMER DÓLAR QUE ME GANÉ... Y ESTE OTRO ES EL ÚLTIMO.
1555
THAVES

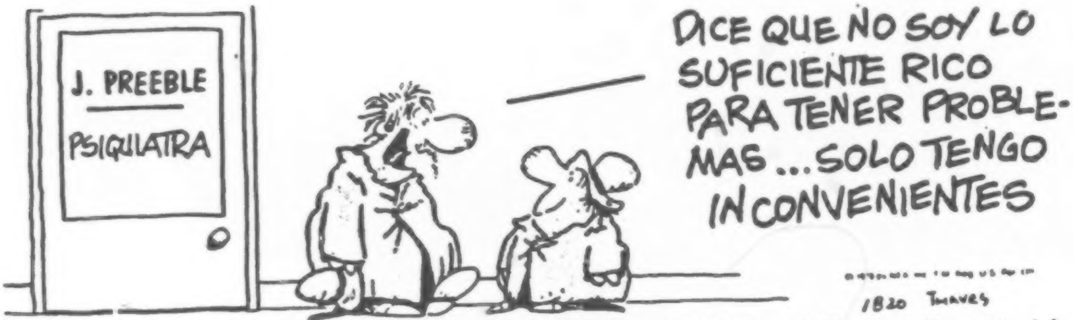

¿TRES ASES? BUENO, TENGO CUATRO REYES --- CONTÁNDOME YO.
THAVES


CABALLEROS CON CORBATA
LO SIENTO, REVERENDO, HAY QUE RESPETAR LOS REGLAMENTOS.
1807
THAVES

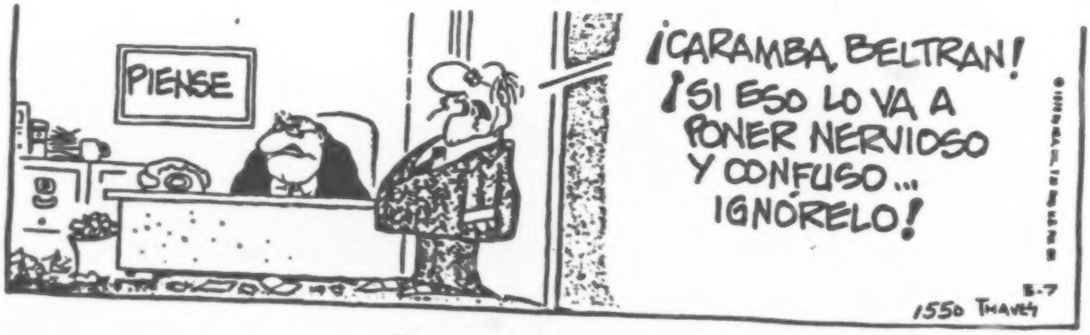

PORQUE AHORA VOY A PONER MI INGREDIENTE SECRETO.
2070
THAVES


¿ESTÁN SEGUROS QUE ESTE ES EL PROGRAMA DE LA "FAMILIA"? --- LA POLICÍA ESTÁ GANANDO.
1929 THAVES

Are you sure this is the "family" program? The police are

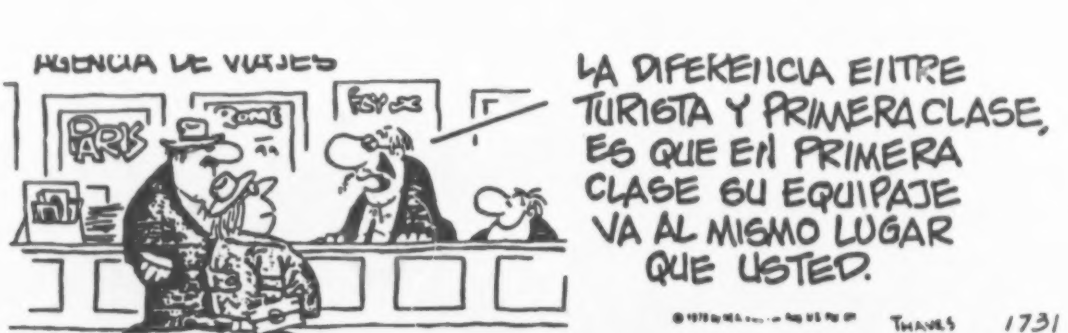

J. PREEBLE
PSIQUIATRA
DICE QUE NO SOY LO SUFICIENTE RICO PARA TENER PROBLEMAS ... SOLO TENGO INCONVENIENTES
1820 THAVES

(Sign Says: J. Preeble-Psychiatrist) • He says I'm not rich


PIENSE
¡CARAMBA, BELTRAN! ¡SI ESO LO VA A PONER NERVIOSO Y CONFUSO... IGNÓRELO!
5-7
1550 THAVES

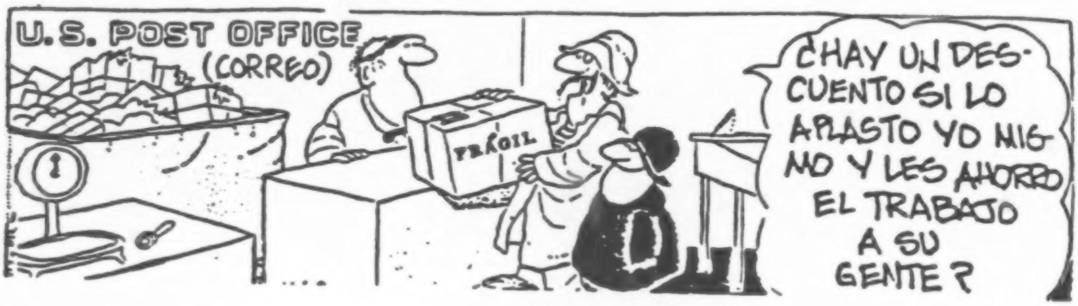
(Sign says: Think) • For heaven's sake, Beltran! If that's going to make you nervous and confused, ignore it!

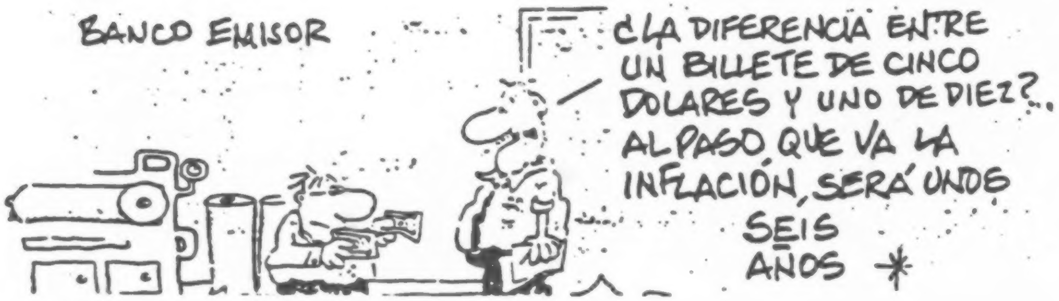
20. Veinte

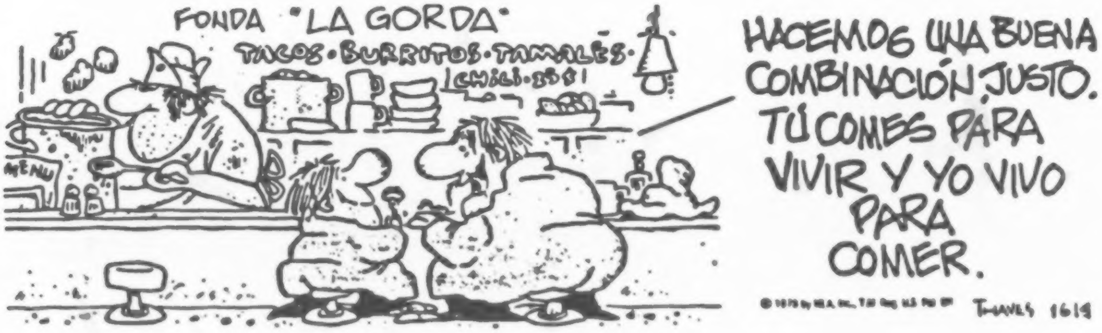

AGENCIA DE VIAJES
PARIS
ROME
LA DIFERENCIA ENTRE TURISTA Y PRIMERA CLASE, ES QUE EN PRIMERA CLASE SU EQUIPAJE VA AL MISMO LUGAR QUE USTED.
THAVES 1731

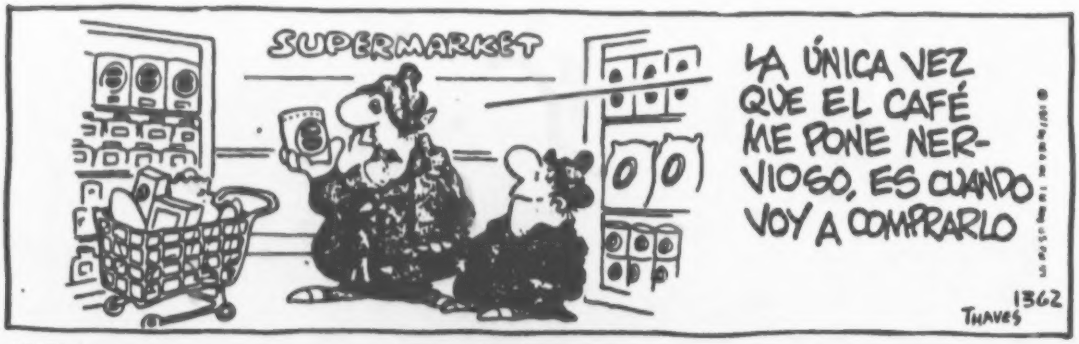
(Sign says: Travel Agency) • The difference between tourist and first class is that in first class your baggage goes to the same place as you do.

22. Veintidós

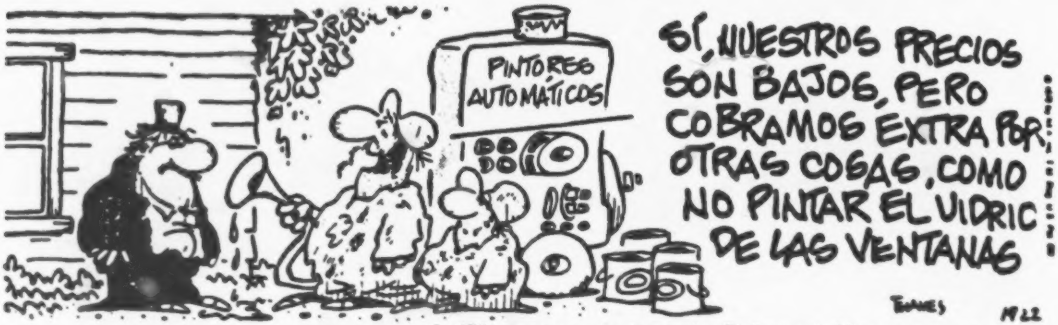

U.S. POST OFFICE
(CORREO)
FRÁGIL
¿HAY UN DESCUENTO SI LO APLASTO YO MISMO Y LES AHORRO EL TRABAJO A SU GENTE?


BANCO EMISOR
¿LA DIFERENCIA ENTRE UN BILLETE DE CINCO DOLARES Y UNO DE DIEZ?.. AL PASO QUE VA LA INFLACIÓN, SERÁ UNOS SEIS AÑOS *

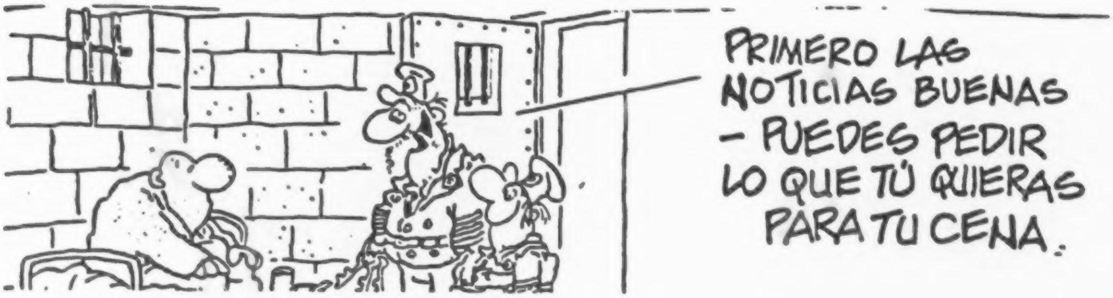

FONDA "LA GORDA"
TACOS · BURRITOS · TAMALES ·
CHILI · $$$!
MENU
HACEMOS UNA BUENA COMBINACIÓN, JUSTO. TÚ COMES PARA VIVIR Y YO VIVO PARA COMER.
THAVES 1619

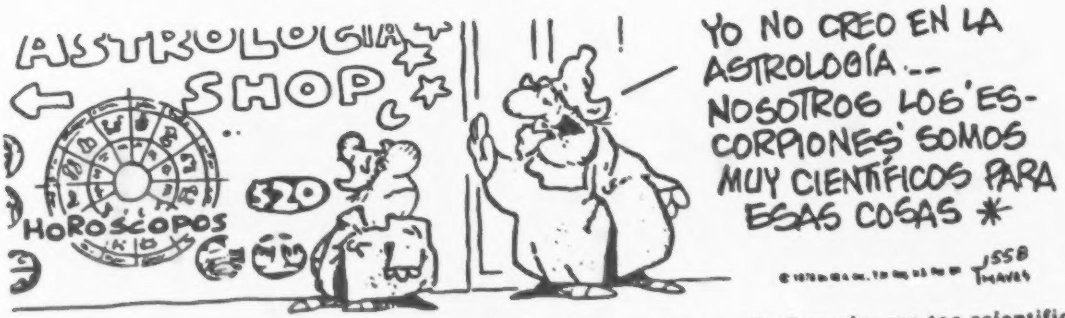

SUPERMARKET
LA ÚNICA VEZ QUE EL CAFÉ ME PONE NERVIOSO, ES CUANDO VOY A COMPRARLO
THAVES 1362

* The only time coffee makes me nervous is when I go to buy

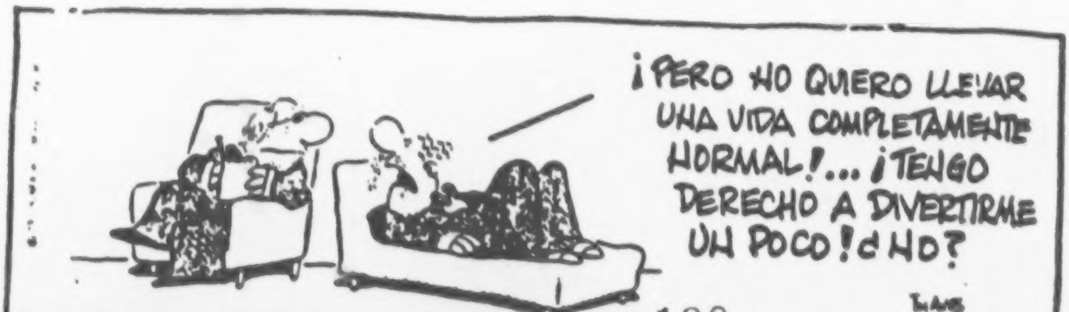

PINTORES AUTOMÁTICOS
SÍ, NUESTROS PRECIOS SON BAJOS, PERO COBRAMOS EXTRA POR OTRAS COSAS, COMO NO PINTAR EL VIDRIO DE LAS VENTANAS
THAVES

* (Sign says, Automatic Painters) Yes, our prices are


PRIMERO LAS NOTICIAS BUENAS – PUEDES PEDIR LO QUE TÚ QUIERAS PARA TU CENA.


ASTROLOGÍA SHOP
HORÓSCOPOS
$20
YO NO CREO EN LA ASTROLOGÍA... NOSOTROS LOS ESCORPIONES SOMOS MUY CIENTÍFICOS PARA ESAS COSAS *
THAVES

*I don't believe in astrology . . . We Scorpios are too scientific for those things.


¡PERO NO QUIERO LLEVAR UNA VIDA COMPLETAMENTE NORMAL!... ¡TENGO DERECHO A DIVERTIRME UN POCO! ¿NO?
THAVES

* But I don't want to lead a completely normal life! I have the right to enjoy myself a little! Right?

ENGLISH LITERACY

I. Circle the word name.

mane numb mane

noam name nama

noma

nane

ESL-138

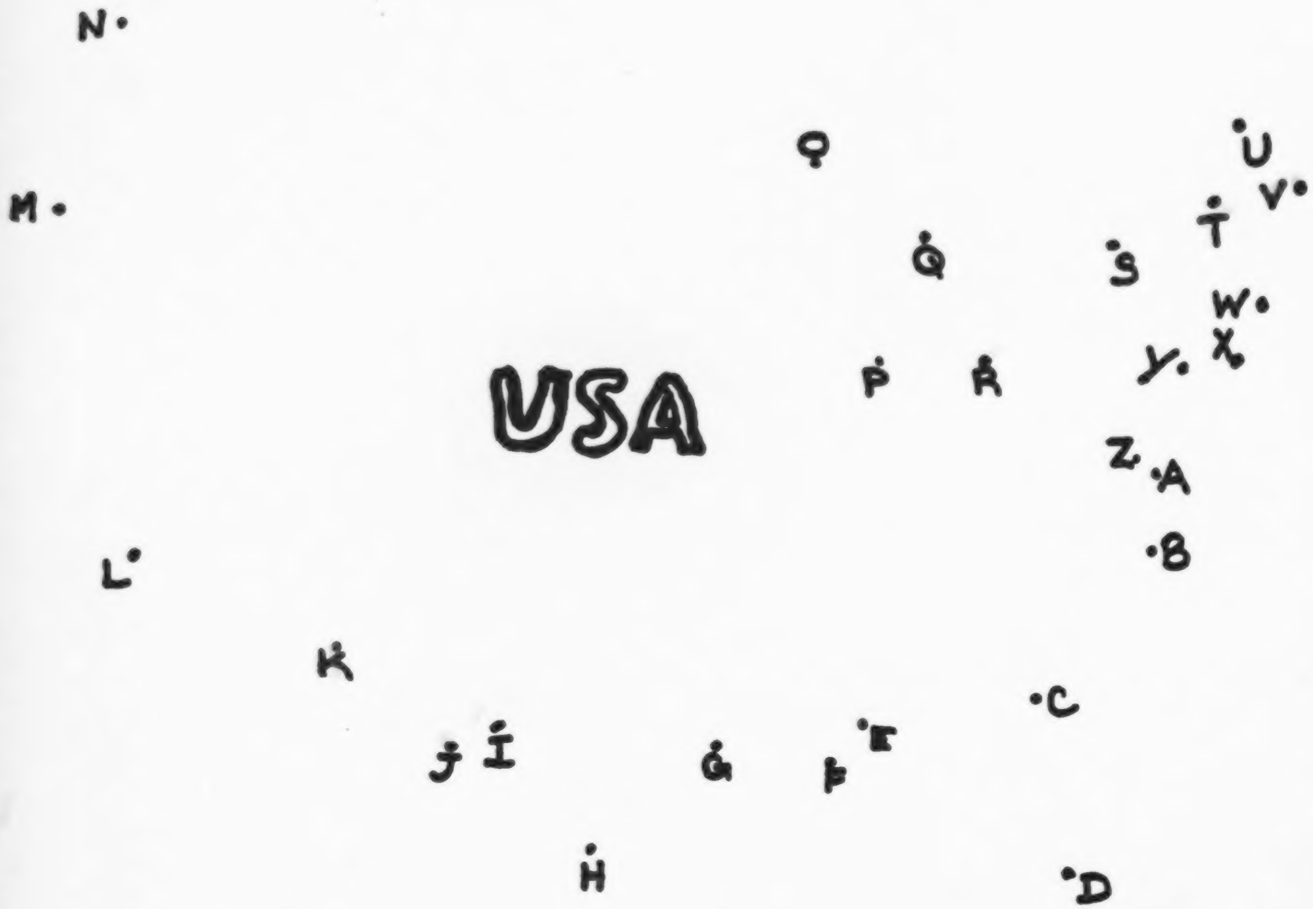
neme nome nama

mane eman name neme

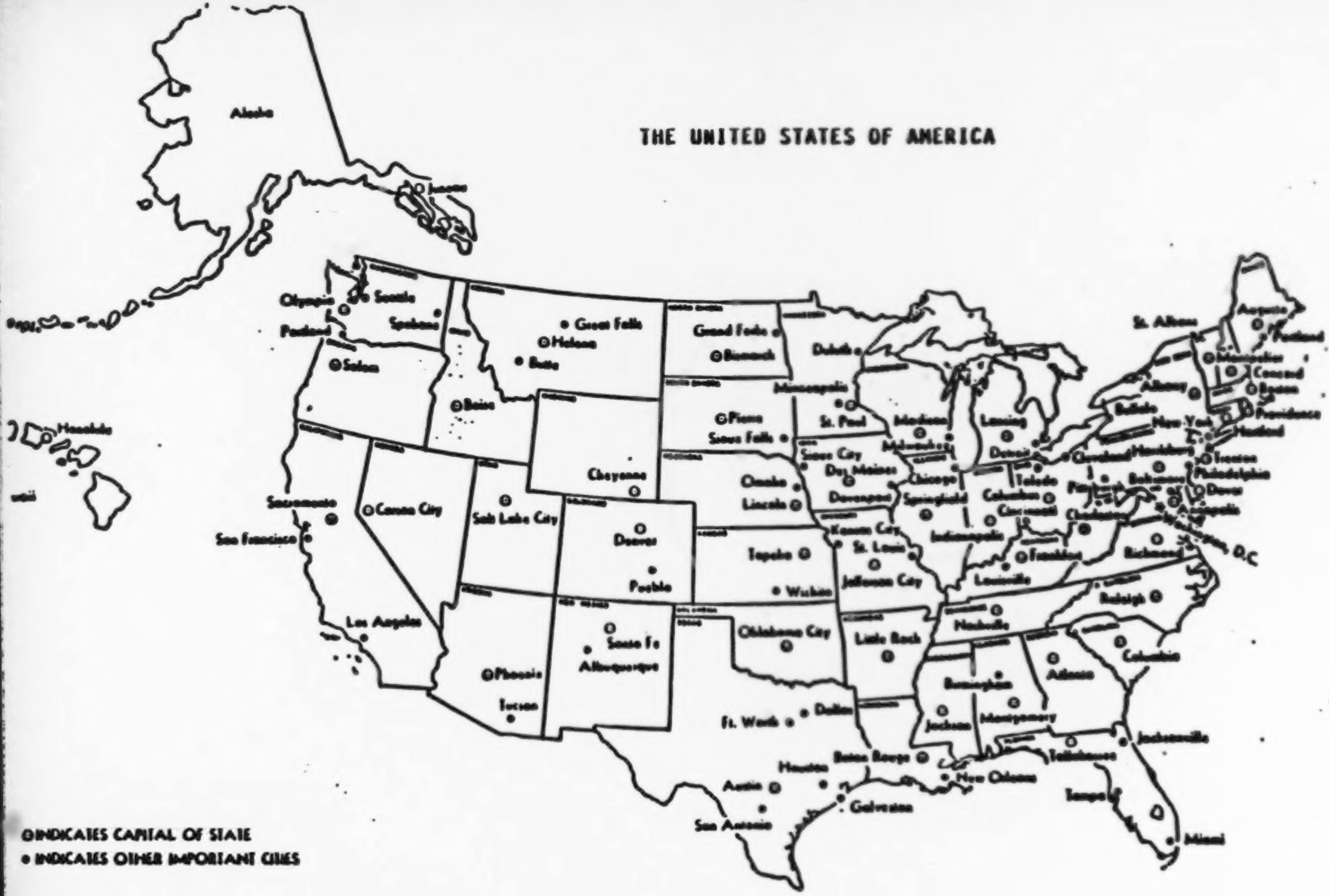
nome mane nam man

name

CONNECT THE LETTERS

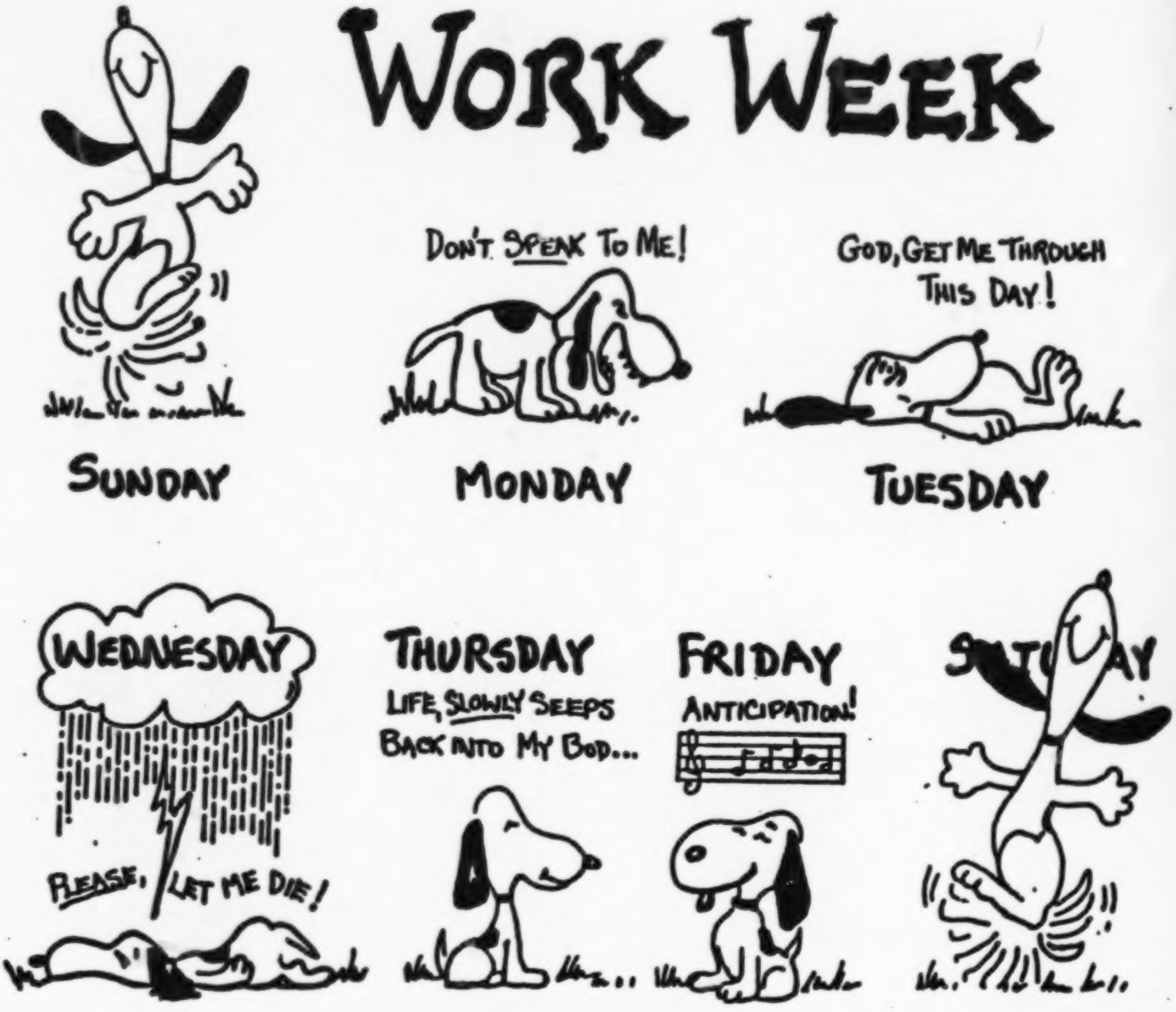


THE UNITED STATES OF AMERICA



⊙ INDICATES CAPITAL OF STATE
• INDICATES OTHER IMPORTANT CITIES

ESL-140


WORK WEEK
SUNDAY
DON'T SPEAK TO ME!
MONDAY
GOD, GET ME THROUGH THIS DAY!
TUESDAY
WEDNESDAY
PLEASE, LET ME DIE!
THURSDAY
LIFE, SLOWLY SEEPS BACK INTO MY BOD...
FRIDAY
ANTICIPATION!

BASIC MATH

Addition:

$$\begin{array}{r}6\\+1\\\hline\end{array}\quad\begin{array}{r}7\\+1\\\hline\end{array}\quad\begin{array}{r}8\\+1\\\hline\end{array}\quad\begin{array}{r}9\\+1\\\hline\end{array}\quad\begin{array}{r}10\\+1\\\hline\end{array}$$

$$\begin{array}{r}2\\+2\\\hline\end{array}\quad\begin{array}{r}3\\+2\\\hline\end{array}\quad\begin{array}{r}4\\+2\\\hline\end{array}\quad\begin{array}{r}5\\+2\\\hline\end{array}\quad\begin{array}{r}6\\+2\\\hline\end{array}$$

$$\begin{array}{r}7\\+2\\\hline\end{array}\quad\begin{array}{r}8\\+2\\\hline\end{array}\quad\begin{array}{r}9\\+2\\\hline\end{array}\quad\begin{array}{r}10\\+2\\\hline\end{array}\quad\begin{array}{r}11\\+2\\\hline\end{array}$$

Addition:

3	4	5	6	7
+3	+3	+3	+3	+3
8	9	10	11	12
+3	+3	+3	+3	+3
4	5	6	7	8
+4	+4	+4	+4	+4
9	10	11	12	13
+4	+4	+4	+4	+4

Addition:

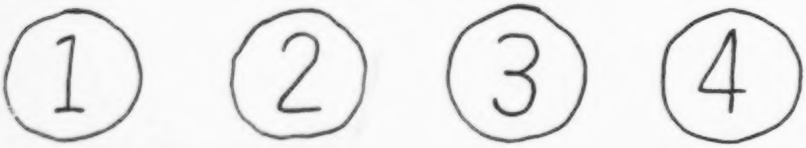
25 +14	30 +10	10 +12	40 +11
61 +20	71 +19	80 +17	95 +90
10 +11	52 +19	13 +15	15 +13
49 +20	39 +11	29 +12	19 +50

Subtraction:

5 -5	2 -0	9 -3	8 -1	9 -8
15 -7	9 -2	8 -5	0 -0	12 -8
15 -9	6 -1	13 -4	6 -6	4 -3
4 -1	12 -6	11 -2	16 -9	8 -7

Subtraction.

3	13	7	3	10
-0	-9	-6	-3	-1
8	10	2	14	18
-2	-8	-1	-6	-9
6	9	7	4	13
-3	-4	-7	-0	-5
9	14	10	16	8
-6	-9	-2	-7	-4



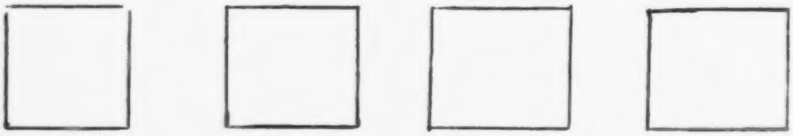
The circle with 4 in it is the 4th circle.

Color the 1st three circles red.

Color the 4th circle blue.

_____ red circles and _____ blue circle are 4 circles.

_____ and _____ are 4.

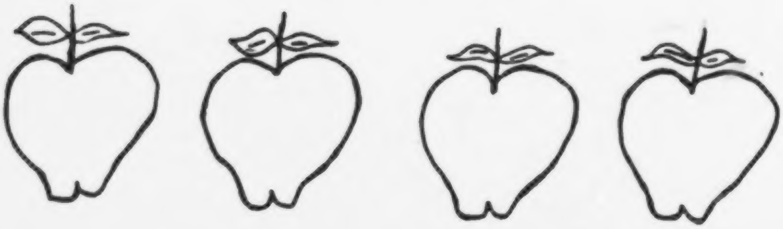


Color the first square blue.

Color the others black.

_____ blue star and _____ black stars are 4 stars.

_____ and _____ are 4.



Color the first two apples red.

Color the others green.

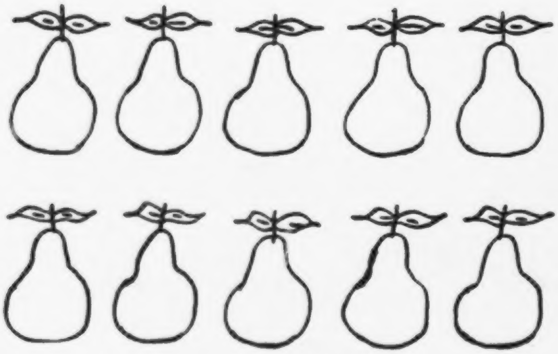
_____ red apples and _____ green apples are 4 apples.

_____ and _____ are 4.

Color 5 pears red.

Color 3 pears yellow.

Color the others green.

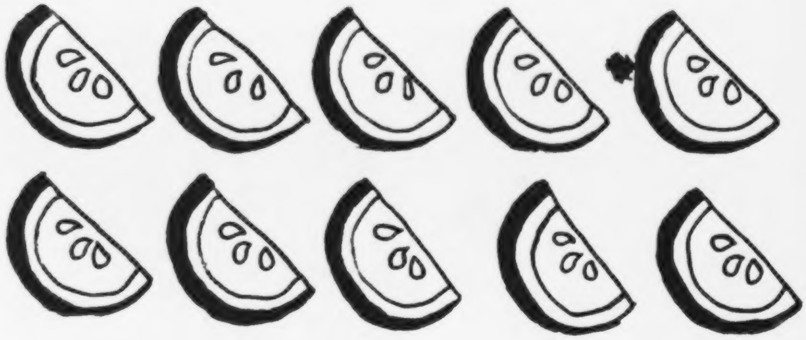


_____ pears are green. _____ and _____ and _____ are 10.

Color 7 lemons black.

Color 2 lemons red.

Color the others blue.

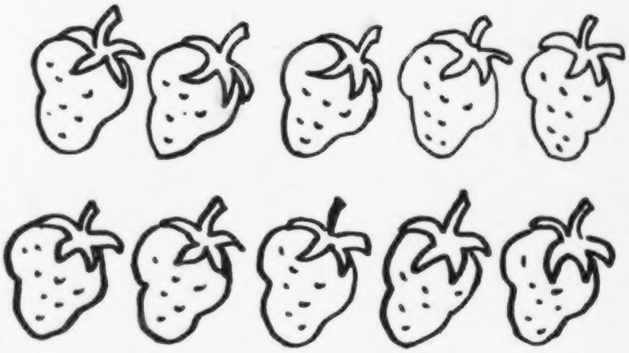


_____ lemon is blue. _____ and _____ and _____ are 10.

Color 4 strawberries red.

Color 3 strawberries green.

Color the others blue.



_____ circle are blue. _____ and _____ and _____ are 10.

DUAL LITERACY

TEACHING AIDS, GAMES, AND ACTIVITIES :

IDEAS FOR VISUAL AIDS (Thanks to Margaret Meneses of Catholic Charities Immigration Ministries.)

VISUAL AIDS

Social Security card, library card, addressed envelopes, magazine pictures of people, photographs of friends, relatives

Magazine pictures of a library, post office, mailbox, bank, hospital, police cap, firefighter's cap, cross, library book, stamped letters, nails, bottles of medicine, laundry basket, restaurant menu, signs for NORTH, SOUTH, EAST, and WEST.

Photos of students, children, paper, pencils, pens, crayons, erasers, ruler, notebook, and chalk.

Magazine pictures showing different types of weather, calendar, weather report from newspaper (Houston Post has good color maps), clock, Bingo cards on cardboard.

Cans and boxes of food from your pantry, grocery receipts with printed food items, magazine pictures of food, grocery store ads, empty cartons of different sizes.

Clothing ads, pictures of clothing or real clothing, money (play from Monopoly or real), a check, a credit card, department store catalogues.

Doll house (borrow your daughter's), magazine pictures of rooms in a house, furniture, classified ads for homes or apartments (most grocery stores have free guides), magazine pictures of apartment buildings, houses, mobile homes, duplexes, gas or electric bill.

Magazine pictures for over the counter drugs showing sick people, Yellow Pages for clinic listings, thermometer.

Pictures of people at work, occupational tools, job ads, job application forms.

Pictures of cars, buses, trains, planes, subways, or toy models of them, bus ticket stubs, bus schedules (free in most libraries).

Check the Houston Chronicle Mini-Page on Saturdays.

This Section contains a few suggested games, songs and chants to teach literacy. See the Teacher's Edition of the required student texts for other suggestions.

Songs and Chants

"The Alphabet Song"

Purpose: To teach the letter names and the order of the alphabet in English

A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P,Q,R,S,T,U, and V,W,X, and Y, and Z. Now I've learned my A,B,C,s. Tell me what you think of me.

"Ten Little Indians"

Purpose: To teach the cardinal numbers up to ten

One little, two little, three little indians, four little, five little, six little indians, seven little, eight little, nine little indians, ten little indian boys

"One Potato, Two Potato"

(A fist-counting elimination chant)

Purpose: To teach the numbers up to seven

One potato, two potato, three potato, four, five potato, six potato, seven potato more...

"The Hokey Pokey"

Purpose: To teach the parts of the body.

Directions: Have the students stand up (or even form two lines and face each other). They must act out what they're doing.

"You put you left foot in
You take your left foot out
You put your left foot in
And shake it all about
You do the Hokey Pokey
And you turn yourself around
That's what it's all about"
(then do other parts of the body)

"The Name Game"

Purpose: To teach letter sounds

Sally, Sally, BoSally,
banana-pana bofally
Fee-fi-fomally
Sally...

Dan, Dan bodan,
banana-pana bofan
fee-fi-foman
Dan... etc. with different names

GAMES AND ACTIVITIES

The "Sound Off" Game

Purpose: To teach numbers

Materials: Crushed paper balls or real balls

Directions: Divide the class into two sides.

The two sides are to face each other and pair off. Each pair gets a ball. The pairs of students are to volley the ball back and forth, "sounding off" (or counting the ball each time it is hit) until it is missed. A variation of this game could be played by "sounding off" alphabet letters instead of numbers

Bingo

Purpose: To teach numbers

Materials: Bingo cards, paper slips

Directions: Have students write numbers, randomly chosen from 1-10 or 1-20, in the squares of their bingo cards.

One person calls out a number at random and the students cover the number (if they have it on their cards) with the paper slips. Winners who have covered numbers in one row (vertical, horizontal or diagonal) must shout "bingo!"

Slap the Letter

Purpose: To teach the letters of the alphabet

Materials: Index cards of the alphabet for each group

Directions: Divide the students into groups.

Give each group a set of alphabet cards. Call out a letter. Have one person in the group start throwing down the cards face-up, one-by-one. When the card with the designated letter appears, the group members are to slap it and the object is to be the first one to do so.

Grab Bag

Purpose: To teach the alphabetical order of letters

Materials: Index cards with alphabet letters and small paper bags

Directions: Divide students into groups.

Give each group a paper bag with a jumbled up set of alphabet letter cards. They are to arrange the letters in order. A variation of this game can be done with words instead of letters to teach alphabetical order.

Relay Races

Purpose: To teach letter names

Materials: Chalkboard and chalk

Directions: Divide the students into 2 teams at the back of the room.

Call out a letter. The first person on each team will go to the chalkboard at the same time and write what the teacher says. Whoever gets it right gets a point for the team. (They both may get it right.) Call out another letter and let the next two people in line on each team go to the board and write what is said, etc.

Variations of this game can include having students go and write down the beginning, medial or ending sounds of words, writing sight words, writing sentences, etc.

Clock Time

Purpose: To teach "telling time"

Materials Paper plates, pipe cleaners, pencils

Directions: Have students make clocks using the paper plates as the clock faces, and pipe cleaners (punched through the backs of the paper plates) as the hands. Have them write the numbers on the fronts of the clocks. Call out the time and have the students move the hands of the clock to the correct numbers.

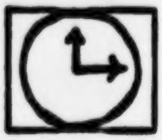
Concentration

Purpose: To teach clock time.

Materials: Index cards.

Directions: Divide the students into groups. Give each group two sets of index cards. On one set are clock faces with times. (On the other set are times written in numbers).

7:05



Have the students of each group scramble the two sets of cards together and lay them out face down. Turn by turn, each student turns two cards over at a time, trying to find matching pairs.

This game can be played with alphabet letters (upper case and lower case) numbers (number and the written word of the number), classroom objects (picture of object and word), sight words (sight word and requested information:

Example: Carlos Name

I - Spy

Purpose: To enhance aural memory, increase English vocabulary and improve pronunciation

Materials: Classroom objects.

Directions: The first student names an item in the classroom. The next student repeats that item plus adds another one. The third student repeats the two previous items and adds a new one, etc.

Gossip

Purpose: Same as "I-Spy"

Materials: None

Directions: Select one student to think of a statement and have him whisper it to the person behind him. The person behind him whispers it to the next person etc., etc.

You already know what you'll end up with!

Giving Directions

Purpose: To teach simple directions and classroom objects.

Materials: Classroom objects.

Directions: Direct students to stand up and go to certain items in the classroom.

Example: Stand up. Turn left.
Go to the clock and stop.
Stand under it.

ACTION SEQUENCE STORIES

ACT I

Getting Up In The Morning 1
Washing Your Hands 2
Getting Dressed 3
Eating Cereal For Breakfast 4
Brushing Your Teeth 5
Taking A Telephone Message 6
Answering The Door 7
Making A Sandwich 8
Cleaning Up Spilled Milk 9
Eating An Apple 10
Popping Popcorn 11
Watching Television 12
Listening To The Radio 13
Polishing Your Shoes 14
Watering The Plants 15
Wrapping A Gift 16
Caring For A Cut 17
Replacing Flashlight Batteries 18
Doing Your Homework 19
Getting Ready For Bed 20
Entering The Classroom 21
Pledging Allegiance To The Flag 22
Sharpening A Pencil 23
Using The Tape Recorder 24
Using The Computer 25
Getting Ready For An Assignment 26
Using The Library 27
Locating A Library Book 28
Learning Your Spelling Words 29
Finding A Word In The Dictionary 30
Solving A Math Word Problem 31
Choosing A Book To Read 32
Studying For A Test 33
Taking A Test 34
Getting Ready For Recess 35
Opening A School Locker 36
Visiting The School Counselor 37
Participating In Physical Education 38
Eating In The Cafeteria 39
Crossing The Street 40
Riding On The Bus 41
Riding A Bicycle 42
Chewing A Stick Of Gum 43
Blowing Up A Balloon 44
Hitting A Baseball 45
Going For A Swim 46
Getting Your Hair Cut 47
Buying New Shoes 48
Shopping For A New Jacket 49
Going To A School Dance 50

ACTION SEQUENCE STORIES

ACT II

Using The Telephone Directory 1
Using A Public Telephone 2
Dining In A Restaurant............... 3
Ordering A Pizza 4
Setting The Table 5
Cleaning Up After Dinner............. 6
Writing A Letter To A Friend 7
Mailing A Letter At The Post Office..... 8
Shopping At The Super Market 9
Frying An Egg......................10
Making A Cup Of Instant Coffee 11
Making Flour Tortillas 12
Preparing A Quesadilla 13
Opening A Can......................14
Writing Out A Check 15
Cashing A Check At The Bank 16
Taking A Photograph 17
Sewing On A Button.................18
Planting A Vegetable Garden..........19
Changing A Light Bulb...............20
Painting A Picture...................21
Hanging A Picture 22
Planning A Party....................23
Lighting A Candle...................24
Seeing A Movie 25
Taking A Taxi.......................26
Applying For A Driver's License........27
Driving A Car 28
Changing A Tire 29
Pumping Your Own Gasoline...........30
Washing The Car 31
Dropping Clothes Off At The Cleaners ..32
Renting An Apartment 33
Cleaning The Apartment 34
Washing Clothes.....................35
Making Airline Reservations..........36
Packing For A Trip 37
Using An Alarm Clock 38
Leaving On An Airplane..............39
Checking In At A Hotel...............40
Taking A Shower....................41
Going To The Beach.................42
Taking Your Temperature 43
Visiting The Doctor..................44
Taking A Pill 45
Responding To An Emergency.........46
Applying Rescue Breathing 47
Making A Dental Appointment.........48
Completing A Job Application 49
Trying To Get A Job 50

MENU

PUNTAS DE FILETE CON ARROZ Y FRIJOLES	$78.00	TENDERLOIN TIPS WITH RICE AND BEANS
ENCHILADAS DE POLLO EN MOLE	$78.00	CHICKEN ENCHILADAS
ENCHILADAS SUIZAS	$35.00	SWISS ENCHILADAS
CHILAQUILES CON POLLO	$35.00	CHICKEN CHILAQUILES
TACOS DE POLLO	$30.00	CHICKEN TACOS
CARNE ASADA CON CHILAQUILES Y FRIJOLES	$45.00	GRILLED MEAT WITH CHILAQUILES AND BEANS

PASTAS ITALIANAS		ITALIAN PASTA
SPAGGETTI A LA NAPOLITANA	$35.00	ITALIAN SPAGHETTI
SPAGGETTI A LA BOLONESA	$40.00	NAPOLITAIN STYLE SPAGHETTI
SPAGGETTI A LA ITALIANA	$40.00	BOLONESA SPAGHETTI

SANDWICHES		SANDWICHES
QUESO AMERICANO	$25.00	AMERICAN CHEESE
JAMÓN	$25.00	HAM SANDWICH
JAMÓN Y QUESO	$25.00	HAM AND CHEESE
POLLO	$25.00	CHICKEN
ENSALADA DE POLLO	$35.00	CHICKEN SALAD
TOCINO Y TOMATE	$35.00	BACON AND TOMATO
DE HAMBURGUESA	$32.00	HAMBURGER ON TOAST
CLUB MAYALAND	$36.00	MAYALAND CLUB

HUEVOS		EGGS
HUEVOS FRITOS	$25.00	FRIED EGGS
HUEVOS TIBIOS	$18.00	BOILED EGGS
HUEVOS POCHÉ	$28.00	POACHED EGGS
RANCHEROS O MEXICANA	$28.00	MEXICANA OR RANCH STYLE
CON JAMON O TOCINO	$28.00	WITH HAM OR BACON
OMELETE CON JAMON O QUESO	$28.00	HAM OR CHEESE OMELETE

CEREALES		CEREALS
AVENA	$22.00	OAT MEAL
CORN FLAKES	$25.00	CORN FLAKES
HOT CAKES	$25.00	HOT CAKES
CON JAMÓN O TOCINO O HUEVOS	$28.00	WITH HAM OR BACON OR EGGS

POSTRES		DESSERTS
HELADOS	$12.00	ICE CREAM
BANANA SPLIT	$30.00	BANANA SPLIT
DURASNOS EN ALMIBAR	$25.00	PEACHES IN HONEY
PASTELES	$15.00	PIES
GELATINAS	$10.00	JELLO
FLAN DE VAINILLA	$13.00	VANILLA CUSTARD
PASTEL A LA MODA	$18.00	PIES A LA MODE

BEBIDAS		BEVERAGES
CAFE AMERICANO O EXPRESS	$10.00	AMERICAN COFFEE
CAFE CAPUCHINO	$13.00	COFFEE CAPUCHINO
TÉ CALIENTE	$13.00	HOT TEA
TÉ FRIO	$10.00	ICE TEA
NESCAFE	$10.00	NESCAFE
CHOCOLATE CALIENTE	$13.00	HOT CHOCOLATE
LECHE PASTEURIZADA chica	$ 8.00	PASTEURIZED MILK SMALL
grande	$10.00	" " BIG
LIMONADA O NARANJADA	$ 9.00	FRESH LEMONADE OR ORANGEADE
REFRESCOS EMBOTELLADOS	$ 6.00	SOFT DRINKS
CERVEZA	$15.00	BEER

⑥

Café Skandia

DESAYUNO ESTILO RANCHERO

Jugo de Naranja o Toronja
Beefsteak 6 onzas
Dos Huevos Frescos
Papas al campo
Pan tostado con Mantequilla y Mermelada
Café, Té o Leche.

[redacted] L. 5.50

Chilled Orange or Grapefruit Juice
6—ounce Tenderloin Beefsteak
Two Fresh Eggs
Hashed Brown Potatoes
Buttered Toast and Jam
Coffee, Tea, or Milk.

[redacted] L. 5.50

DESAYUNO

HASTA LAS 11:30 A. M.

A LA CARTA

JUGOS Y FRUTAS

Jugo de Naranja [redacted] - Doble	L. [redacted]	1.10
Jugo de Toronja [redacted] - Doble	[redacted]	1.10
Banano Tropical Fresco	[redacted]	0.60
Fruta Tropical Fresca	[redacted]	0.60

CEREALES

Corn Flakes con leche	L. [redacted]	1.00
Avena con leche	[redacted]	1.00

PANQUEQUES, etc.

Panqueques	[redacted]	1.50
Tostadas a la Francesa	[redacted]	1.50
Waffle	[redacted]	1.50

(Servido con Miel o Jarabe de Maple)

HUEVOS

Dos huevos al Gusto	L. [redacted]	1.30
Dos huevos al gusto con tocino, Jamón o Salchicha	[redacted]	2.30
Omelet con Jamón o Tocino	[redacted]	2.40
Huevos a la Ranchera	[redacted]	2.25
Huevo Extra	[redacted]	0.65

(Tostadas y Mermelada van con huevos)

MISCELANEA

Dos Salchichas	L. [redacted]	1.10
Una Rodaja de Jamón	[redacted]	1.10
Dos Rodajas de Tocino	[redacted]	1.10
Tostadas, Mantequilla, Mermelada	[redacted]	0.45
Pan Dulce Danés	[redacted]	0.60
Donut	[redacted]	0.40
Frijoles Rojos Fritos con Queso Crema	[redacted]	0.90

BEBIDAS

Café Negro	L. [redacted]	0.35
Café con Leche Caliente	[redacted]	0.50
Té Caliente con Leche o Limón	[redacted]	0.75
Té Helado	[redacted]	0.60
Leche helada o caliente	[redacted]	0.75
Cocoa caliente	[redacted]	0.60

Desayuno de Baja Caloría

Jugo de Naranja, Café Negro
1 Huevo escalfado en tostada

L. 1.55

Desayuno Continental

Jugo de Naranja, Tostadas
Café con Leche

L. 1.40

Gran Hotel Sula
San Pedro Sula, Honduras

Low Calorie Breakfast

(Less than 80 Calories)

Orange Juice, Black Coffee
One poached egg on toast

L. 1.55

Continental Breakfast

Orange Juice, Buttered Toast
Coffee with Milk

L. 1.40

Servicio al Cuarto L. 1.00
Room Service Charge

BREAKFAST

UNTIL 11:30 A. M.

A LA CARTE

FRUITS AND JUICE

Orange Juice [redacted] - Double	L. [redacted]	1.10
Grapefruit Juic[redacted] Double	[redacted]	1.10
Sliced Bananas with milk	[redacted]	0.60
Fresh Tropical Fruit	[redacted]	0.60

CEREALS

Corn Flakes with milk	[redacted]	1.00
Oatmeal with milk	[redacted]	1.00

HOT CAKES, etc.

Pancakes	L. [redacted]	1.50
French toast	[redacted]	1.50
Waffle	[redacted]	1.50

(Served with honey or maple syrup).

EGGS

Two Eggs, to your taste any style	L. [redacted]	1.30
With Ham, Bacon or Sausage	[redacted]	2.30
Omelet with ham or Bacon	[redacted]	2.40
Eggs, a la Ranchera	[redacted]	2.25
Additional Eggs	[redacted]	0.65

(Eggs plates are served with toast and marmalade)

SIDE ORDERS

Two Pork Sausages	L. [redacted]	1.10
Order of Ham (1 slice)	[redacted]	1.10
Rasher of Bacon (2 slices)	[redacted]	1.10
Toast, Butter, Marmalade	[redacted]	0.45
Danish Sweet Roll	[redacted]	0.65
Doughnut	[redacted]	0.40
Fried Red Beans with Cream Cheese	[redacted]	0.90

BEVERAGE

Black Coffee	L. [redacted]	0.35
Coffee with hot milk	[redacted]	0.50
Hot Tea with milk or lemon	[redacted]	0.75
Iced Tea	[redacted]	0.60
Milk cold or hot	[redacted]	0.75
Hot Chocolate	[redacted]	0.60

Imp. García 100.000h L 16.00 M. 12 76

ESL-158

Café Skandia

APPETIZERS

Coctel de Camarones L. 3.00 Jumbo Shrimp Cocktail
Selección de Sopa L. 1.50 — Your Favorite Soup
Coctel de Frutas Frescas L. 1.25 Fresh Tropical Fruit Cup

SPECIALTIES

1	**BEEFSTEAK** (10 onzas) con Papas Fritas 10 ounces of Choice Beef Tenderloin, French Fried Potatoes, Tomato Slices	L. 7.00
2	**FILET MIGNON** con Papas Fritas with French Fried Potatoes, Cole Slaw	L. 6.75
3	**POLLO FRITO O ASADO** con Papas Fritas Deep Fried Chicken or Broiled with French Fried Potatoes, Cole Slaw	L. 4.50
4	**SPAGHETTI ITALIANO** en Cazuela Pan y Mantequilla incluido Hot Rolls and Butter with the above	L. 3.00
5	**SKANDIA GOLDEN WAFFLES** con miel o jarabe de maple	L. 1.50
	con tocino o Salchicha with bacon or pork sausage	L. 2.40
6	**HUEVOS REVUELTOS O FRITOS**, Papas al Campo, Tostadas, Jalea Eggs Scrambled or Fried, Hashed Brown Potatoes, Buttered Toast, Jelly	L. 1.95
	Con Jamón o Tocino	L. 2.50

SALADS

CHEF'S JULIENNE SALAD Pavo, Jamón, Queso, Huevo Duro, Tomate Turkey, Ham, Cheese, Tomato, Egg Wedges	L. 4.75
ENSALADA DE CAMARONES Shrimp Salad	L. 5.00
ENSALADA DE FRUTA Tropical Fruit Bowl	L. 3.25
ENSALADA DE POLLO Chicken Salad Pan y Mantequilla incluido	L. 4.50

FOUNTAIN FAVORITES

Ice Cream Sodas	L. 1.10
Milk Shakes	L. 1.10
variedad de sabores	
Frescos Tropical Tropical Frosteds	L. 1.00
Cola Float	L. 0.90
Sundaes	L. 1.35
variedad de sabores	
Banana Split	L. 1.60
Helados Ice Cream	L. 0.60

DESSERTS

Pastel de Manzana o Pastel del Día Apple Pie or Special Pie	L. 1.00
con helados, with ice cream	L. 1.30
con queso with cheese	L. 1.25
Queque con Helado y Salsa de Chocolate Cake and Ice Cream with Chocolate Sauce	L. 1 30
Sandwich de Helado Waffle Ice Cream Sandwich	L. 1.30
Queque de Chocolate Chocolate Layer Cake	L. 1.00
con Helados with ice cream	L. 130

Selección de Pasteles Skandia
Your Choice of Skandia Pastries

HOT SANDWICHES

1	**SANDWICH DE BEEFSTEAK**, Papas Fritas Open Face Steak Sandwich, French Fries	L. 4.75
2	**QUESO DERRETIDO CON TOCINO**, Papas Fritas Grilled Cheese and Bacon, French Fries	L. 2.50
3	**HOT DOG EN PAN TOSTADO** Papalinas on Toasted Roll, Potato Chips	L. 1.35
4	**HUEVO FRITO ESTILO WESTERN**, Papas Fritas Hot Western Sandwich, French Fries	L. 1.75

HAMBURGERS
ON TOASTED ROLL

1	**DELUXE HAMBURGER** con Papas Fritas with French Fries	L. 2.25
2	**CHEESEBURGER DE LUXE**, Papas Fritas with French Fries	L. 2 55
3	**DOS PISOS**, Papalinas Double Decker Hamburger, Potato Chips	L. 3.75

SANDWICH SELECTIONS
SERVIDO CON PAPALINAS
Served with Potato Chips

1	**CLUB SANDWICH**	L. 3.25
2	**TOCINO LECHUGA Y TOMATE** Bacon, Lettuce and Tomato	L. 2.00
3	**QUESO** Cheddar Cheese, Grilled or Plain	L. 1.35
4	**ENSALADA DE POLLO** Chicken Salad Sandwich	L. 2 35
5	**JAMON Y LECHUGA** Ham and lettuce	L. 2.00
	con queso with cheese	L. 2.50

SIDE ORDERS

Papas Fritas French Fried Potatoes	L. 0.65
Cebollas Fritas French Fried Onion Rings	L. 0.80
Ensalada Mixta Crisp Tossed Salad	L. 1.00
Cole Slaw	L. .75
Arroz, Frijoles y Queso Rice, Beans and Cheese	L. 1.25

BEVERAGES

Gaseosas Bottled Soft Drinks	L. .35
Limonada	L. .60
Jugos Juices	L. .90
Frescos	L. .60
Té, caliente o frío Hot tea or Iced Tea	L. 75
Café Coffee	L. .35
con leche	L. .50
Leche Milk	L. .75
grande	L. 1.50
Chocolate Caliente Hot Chocolate with Whipped Cream	L. .60
Cervezas Nacionales Local Beers	L. 1.50

Servicio al Cuarto L. 1.00
Room Service Charge

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